THERE ARE SONGS IN MY HEAD I COULD SING YOU

Sustainable 21st Century Success for English Learners

March 9, 2010

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TODAY'S OUTCOMES

ᔪ Enhance our skill and will to engage in dialogue around powerful leadership:

- ◎ Sustainable English Learner Success
- ◎ Dual Language Education
- ◎ 21st Century Creative Age Context

ᔪ Be inspired, intellectually stimulated, rejuvenated, and motivated to do the necessary work.

ᔪ Experience a collegial setting that respects our experience, expertise, and commitment.

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AGENDA

- ❧ **Welcome**
  - ◎ Outcomes & Agenda
  - ◎ Do You Believe in Me?
  - ◎ There Are Songs in My Head
  - ◎ A Case for Multilingual Competency

- ❧ **Legacies of the Not So Distant Past**
  - ◎ The Impact of 227
  - ◎ The Era of Accountability
  - ◎ The New National Context: RTTT

- ❧ **Opportunity & Possibility**
  - ◎ DLE: Enactment of Powerful Education − Lessons for the Mainstream
  - ◎ Core Programmatic Features of Powerful DLE
  - ◎ English Learners in the Creative Age: 21st Century Students, 21st Century Schools

- ❧ **Closing**
  - ◎ A Social Justice Lens: Moving to Discourse II
  - ◎ Leadership for Radical Transformation
  - ◎ Learning to Dance Together
  - ◎ There Are Songs in My Head

DO YOU BELIEVE IN ME?

- ❧ Read your quote.

- ❧ View the video clip.

- ❧ Think about the connection between the quote and the video clip.

- ❧ How are these related to your role as an English Learner leader and advocate?

DO YOU BELIEVE IN ME?

ℰ How are the quotes and the video clip related to your role as an English Learner leader and advocate?

ℰ With a partner, share:

  ◎ What stood out for you?

  ◎ What feelings did you experience?

  ◎ What insights did this generate for you or what learnings did it trigger?

  ◎ What action do you commit to taking in the next month as a result?

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SHARING OUR THINKING

- What connections did you make?
- What powerful insights/learnings emerged?
- What will you carry forth as a result of these brief interactions and conversations?

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CLAIMING YOUR POWER

- ❧ Claim your hopes and possibilities.
- ❧ Turn them to actions.
- ❧ Use your values and beliefs to guide your future work on behalf of English Learners.

YOU ARE THE ONE OUR ENGLISH LEARNERS HAVE BEEN WAITING FOR!

LORNA DEE CERVANTES

there are songs in my head I could sing you
songs that could drone away all the mariachi bands
you thought you ever heard

songs that could tell you what I know
or have learned from my people
but for that I need words
simple black nymphs between white sheets of paper
obedient words obligatory words
words I steal in the dark when no one can hear me

like the pain that sends seabirds south from the cold
I come north to gather my feathers for quills

OUR APPROACH

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves . . . . In this sense, the curriculum is . . . . a mind-altering device.

Elliot W. Eisner

Values-Driven
Principles-Based
Informed by Data & Research

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A NEW VISION FOR STUDENT SUCCESS

- Every student who completes our programs will **graduate** from high school **prepared** for college and career options.

- Students will have the **confidence, competence, and information** needed to make **positive choices** for the future.

- Students will have the strength and competence to **participate fully in the 21st century** economic, scientific, political, cultural, and intellectual life of our multilingual, multicultural nation and global society.

21st Century Skills

- Academic Competency
- Multilingual & Crosscultural Competency
- Technological Literacy
- Multimedia Communication Skills
- Aesthetic Sensibility
- Critical/Creative Thinking, Reasoning, and Solution-Seeking
- Social, Environmental, & Civic Responsibility
- Strength of Character

OUR COMMITMENTS

- ☙ Support use of a research-based vision and set of core programmatic principles for effective and powerful English Learner education programs.

- ◎ Ensure achievement and sustainability.

- ◎ Enable students to achieve high levels of literacy in standard academic English and the home/target language.

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OUR COMMITMENTS

Advance a transformative approach.

◎ Celebrate, respect, and appreciate our language diversity.

◎ Build a broad array of language/literacy, crosscultural, & communication skills.

◎ Assert the legitimacy of students' native languages and dialects, protect rights to language, and systemically use students' languages, cultures, experiences, and skills.

◎ Create a foundation for new learning and success across the curriculum and beyond to the 21st century world.

◎ End the eradication and marginalization of languages other than English by countering unequal status.

OUR COMMITMENTS

- ✍ Promote simultaneous delivery of language/literacy development and academic content instruction.
  - ◎ Diminish the predictive power of demographics.
    - ⌘ Close achievement/access gaps.
    - ⌘ Realize unawakened/unacknowledged potentials.
  - ◎ Engage high achieving and joyful learners.
  - ◎ Increase college-going rates.
  - ◎ Build 21st century skills and capacities.
  - ◎ Achieve high levels of parent satisfaction and support.

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KEY PREMISES

❧ Powerful English Learner programs are based on a set of understandings about language:

◎ Language is a human endowment.

◎ Language and culture are inextricably connected.

◎ No language or language variety is inherently purer, better, or superior to another.

◎ The US is and always has been a multilingual and multicultural society.

◎ Mastery of two or more languages has enormous benefits.

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L1 + L2 = A+

Who benefits when students achieve proficient bilingualism/multilingualism?

Students

◎ Healthy identify formation
◎ Enhanced cognitive flexibility
◎ Enhanced communication skills
◎ Enhanced metalinguistic awareness
◎ Expanded capacity to think divergently
◎ Greater creativity
◎ Healthier minds

Families/Communities

◎ Increased family cohesion
◎ Enhanced communication
◎ Smarter citizens:
  • Strong identity and confidence in their abilities
  • More flexible and creative thinkers
  • Better problem-solvers and communicators
  • More skilled at working across differences

The World

◎ Greater economic opportunities
◎ Increased scientific/cultural creativity/knowledge development
◎ More effective international collaboration & understanding
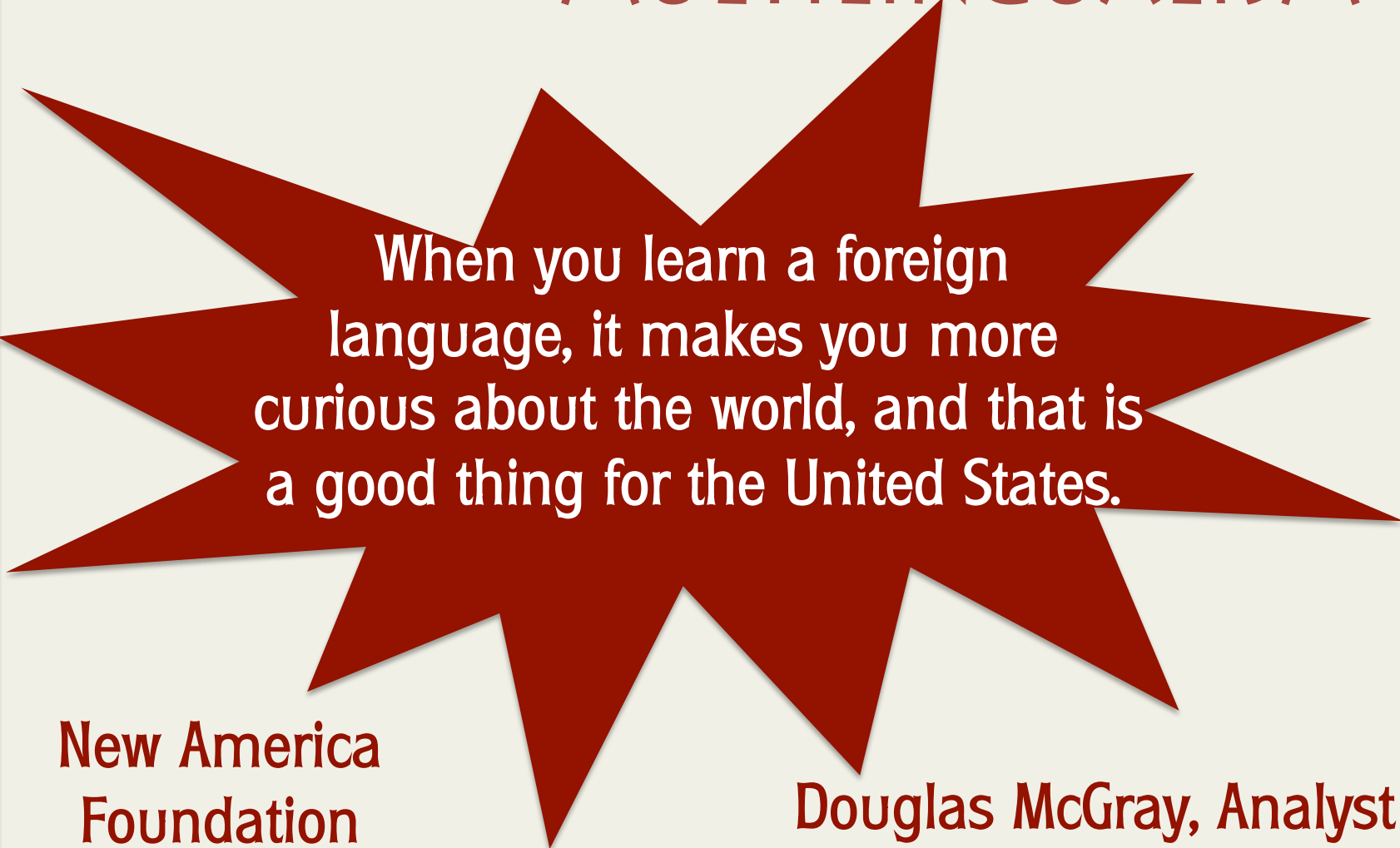◎ Enhanced communication among diverse populations

BROAD SUPPORT FOR MULTILINGUALISM

Stanislaus Asociación de Investigación Latina

[We need] workers who are global trade literate, sensitive to foreign cultures, and conversant in different languages.

UPS – Mike Eskey, CEO

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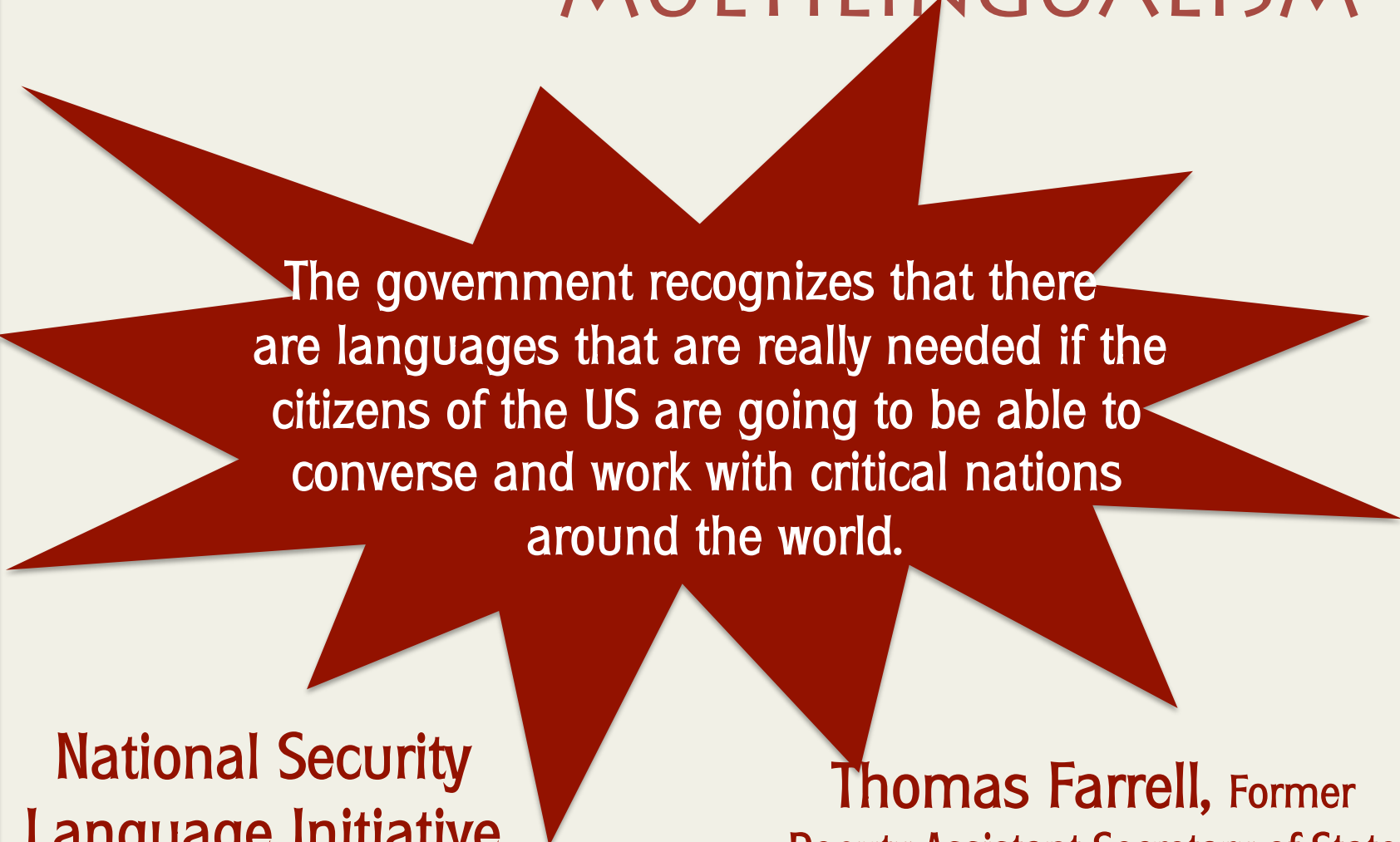
BROAD SUPPORT FOR MULTILINGUALISM

When you learn a foreign language, it makes you more curious about the world, and that is a good thing for the United States.

New America Foundation

Douglas McGray, Analyst

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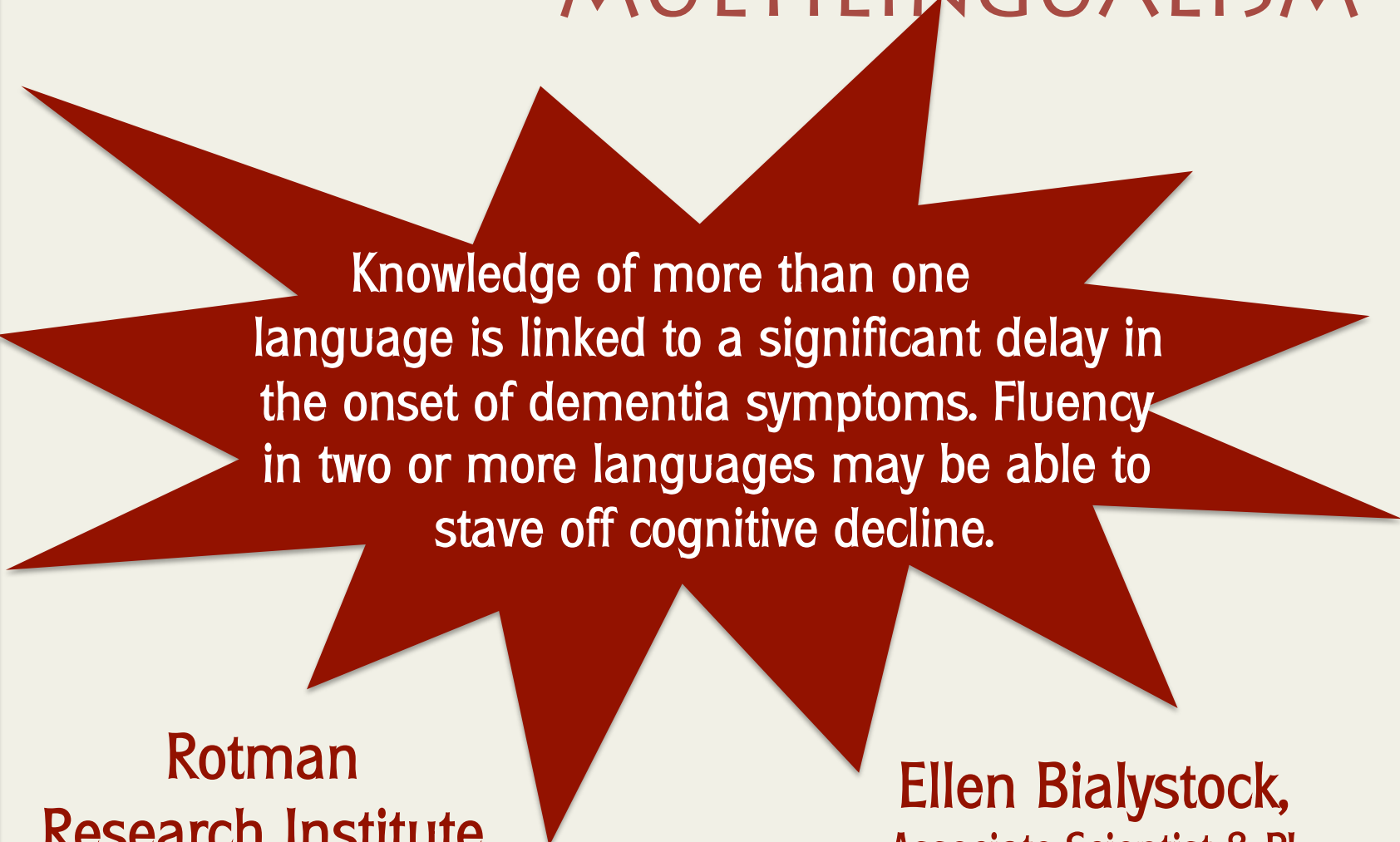## BROAD SUPPORT FOR MULTILINGUALISM

The government recognizes that there are languages that are really needed if the citizens of the US are going to be able to converse and work with critical nations around the world.

National Security Language Initiative

Thomas Farrell, Former Deputy Assistant Secretary of State

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A HUMAN GIFT FOR LANGUAGES

- What about a third language ????
- Or even a fourth or fifth ?????

We completely underestimate the intellectual capacity and giftedness of most of our students...

From birth and during infancy the child's brain is tremendously plastic. How the brain develops, the networks that are created, depends on how it is used. If the language capacity is not used, it may fade as the brain's neural capacities are turned to other uses. The same can be true of music or mathematics or whatever.

Ken Robinson, *Out of Our Minds*

MAKING MEANING

- Consider what was just shared.
- What resonates with you? Why?
- Share your thinking with a partner.

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LEGACIES

OF THE

NOT-SO-DISTANT

PAST

IMPACT OF 227

- **English Only Becomes Default Program and Practice**
  - ◎ Bilingual Programs Available through "Waiver" Process
- **Dismantling of Programs, Regardless of Effectiveness**
- **Capacity Building Devastation**
  - ◎ Loss of Bilingual Teachers/Human Capital
  - ◎ Loss of Material Resources
  - ◎ Loss of Student Potential
- **Parental Choice Virtually Eliminated**
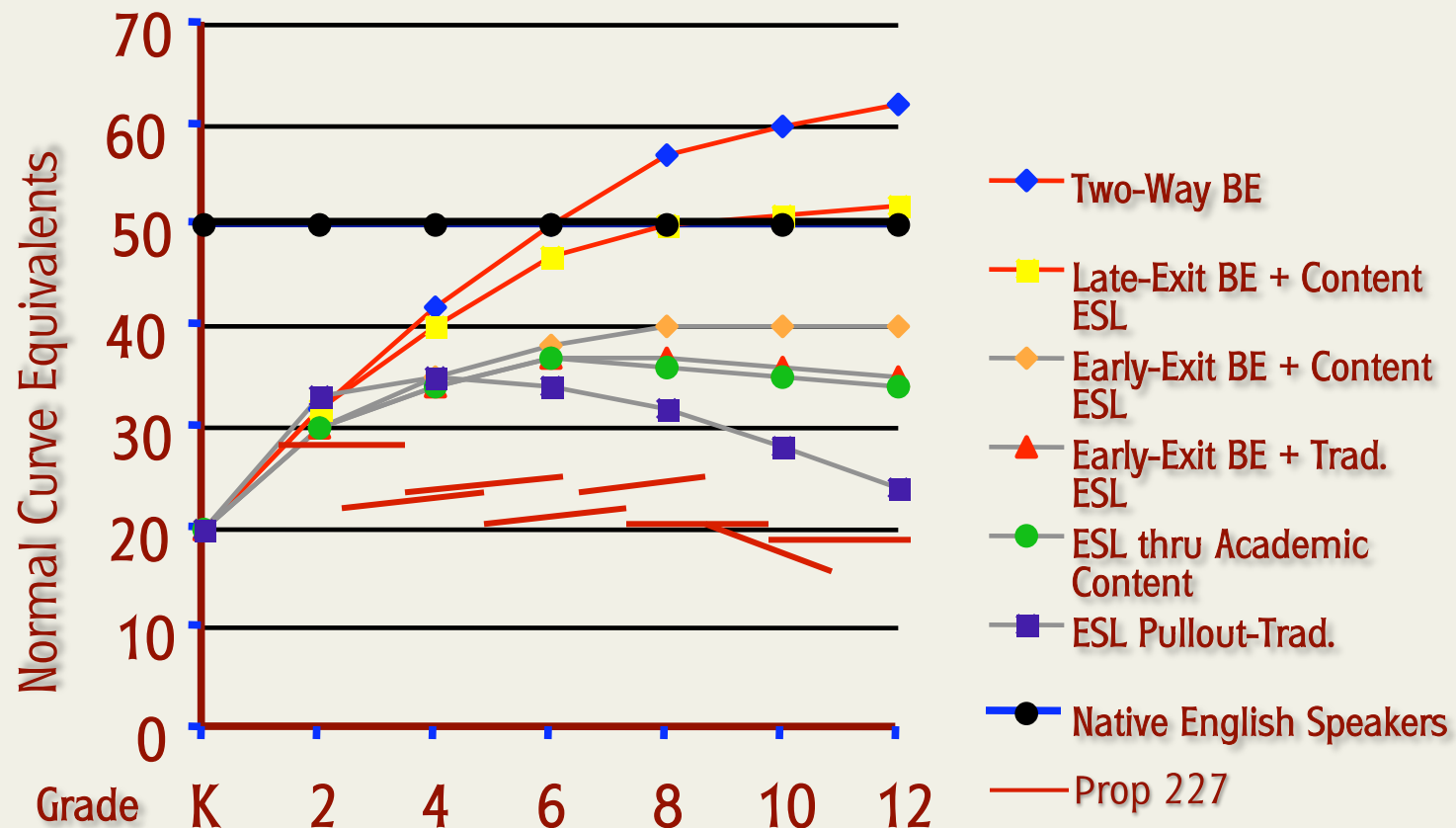
ERA OF ACCOUNTABILITY

- NCLB (Titles I, III) created new standards-based assessment and accountability requirements and requires that EL students:
  - ◎ Be tested on the statewide standards-based assessment, usually after 3 years.
  - ◎ Have their assessment scores from the statewide test separated out and used for accountability purposes.
  - ◎ Be provided with reasonable accommodations on statewide assessments to ensure valid/reliable scores.
  - ◎ Be assessed annually for English proficiency.

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ACHIEVEMENT REQUIREMENTS

Title I

◎ Define annual measurable content area achievement objectives (AMOs).

◎ Include English Learners as a subgroup in the accountability system and disaggregate their achievement data.

Title III

◎ Establish English language proficiency standards.

◎ Conduct an annual assessment of English language proficiency.

◎ Define annual measurable ELD objectives (AMAOs) for increasing the level of EL's development and attainment of English proficiency

◎ Hold LEAs accountable for meeting the AMAOs.

CONSEQUENCES OF NOT MEETING AMAOs

- If LEA fails to make progress for 2 consecutive years, the LEA must develop an improvement plan that will ensure that AMAOs are met.

- If LEA fails to make progress for 4 consecutive years, the state shall require the LEA to modify curriculum, program or method of instruction; or determine if the LEA should continue to receive Title III funds.

IMPACT OF NCLB ON ENGLISH LEARNERS

- **Curriculum, Programs, & Instructional Methodology**
  - ◎ Limited Curricular Scope
  - ◎ Legitimization of English Only
  - ◎ Demonizing of Differentiation; Mandated Methodologies
- **Assessment and Accountability**
  - ◎ English Only Testing
  - ◎ Inaccurate, Invalid, Unreliable, and Limited Data
  - ◎ Results: Racist and Linguicist Policy and Programmatic Decisions
- **Reform Models/Interventions**
  - ◎ Based on Punitive Accountability
  - ◎ Relies on Inaccurate, Invalid, Unreliable, Limited Data
  - ◎ Ignores Research on Effective English Learner Programs/Practices

POWERFUL PRACTICES/SERVICES

1. Core Curriculum
2. Focus on Bilingualism & Biliteracy
3. Contextualized Content Instruction
4. ELD
5. Multicultural Education
6. Student Voice
7. Instructional Resources

- Extra Time/Enrichment
- Extracurricular Activities & Connections
- Professional Development
- Family & Community Engagement
- Program/Service Coordination

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CORE PRINCIPLES FOR QUALITY ENGLISH LEARNER PROGRAMS

- ꝫ Enriched & Affirming Learning Environments
- ꝫ Empowering Pedagogy
- ꝫ Challenging & Relevant Curriculum
- ꝫ High Quality Instructional Resources
- ꝫ Valid & Comprehensive Assessment
- ꝫ High Quality Professional Preparation & Support
- ꝫ Powerful Family & Community Engagement
- ꝫ Advocacy-Oriented Administrative & Leadership Systems

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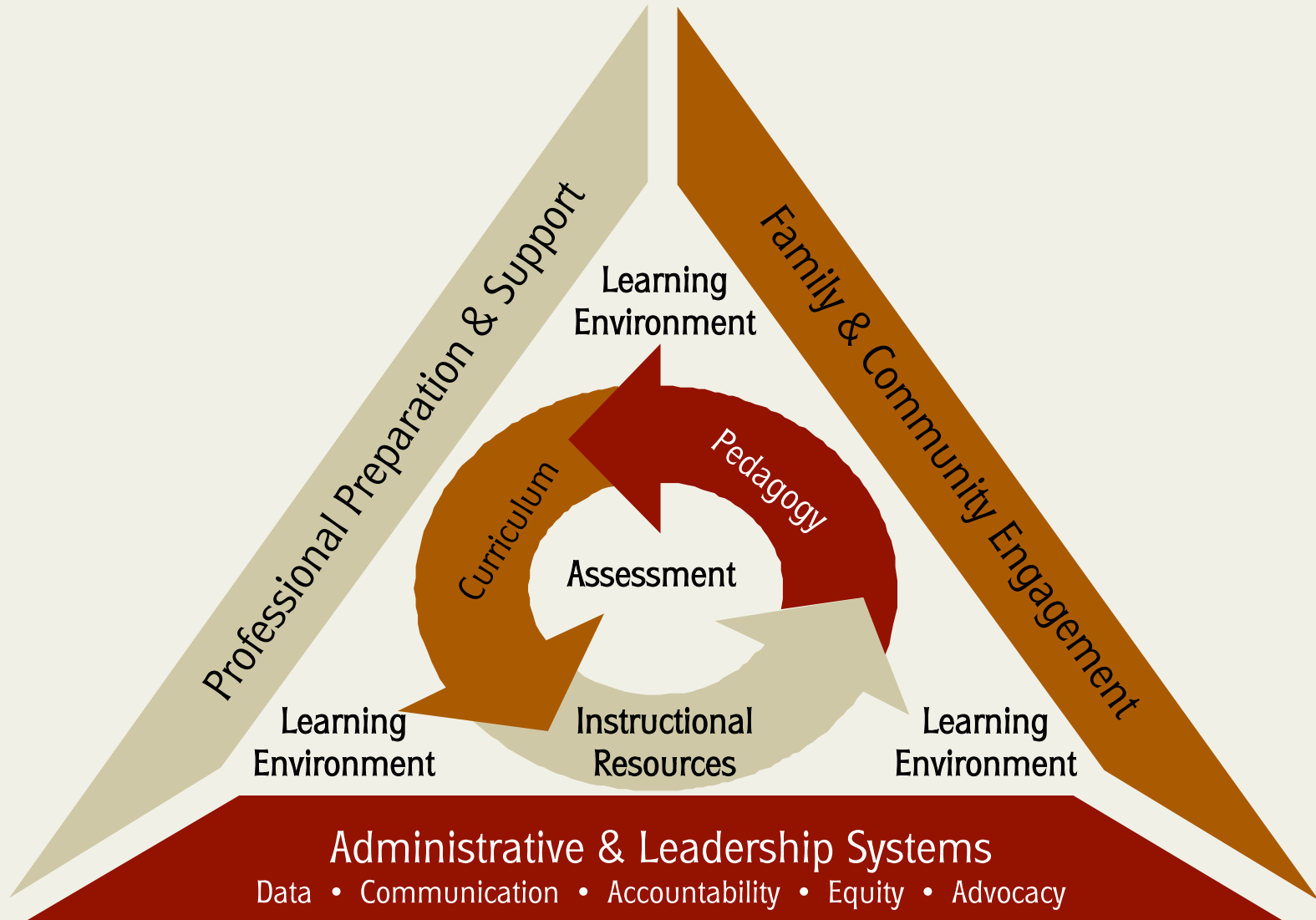
ENRICHED AND AFFIRMING LEARNING ENVIRONMENTS

- ❧ High Intellectual Performance
- ❧ Development & Affirmation
  - ◎ Cultural/linguistic identity
  - ◎ Self-esteem
  - ◎ Self motivation
  - ◎ Learner autonomy
  - ◎ Social skills
  - ◎ Multicultural competency
  - ◎ Socially responsive
- ❧ Critical Academic & Linguistic Competency
- ❧ High Status Environment

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ENRICHED AND AFFIRMING LEARNING ENVIRONMENTS

- ೫ Community

- ೫ Self-Determination

- ೫ Trust & Respect

- ೫ Democracy

# EMPOWERING PEDAGOGY

- Interactive Structures
- Student to Student Interaction
- Participatory Mechanisms
- Organizational Structures
- Language Supportive Context

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INQUIRY

- ✎ Tap into students' curiosities.
- ✎ Engage students in observation and reflection.
- ✎ Encourage students to formulate and articulate questions, ideas, and hypotheses.
- ✎ Involve students in discovery.

PRIOR KNOWLEDGE
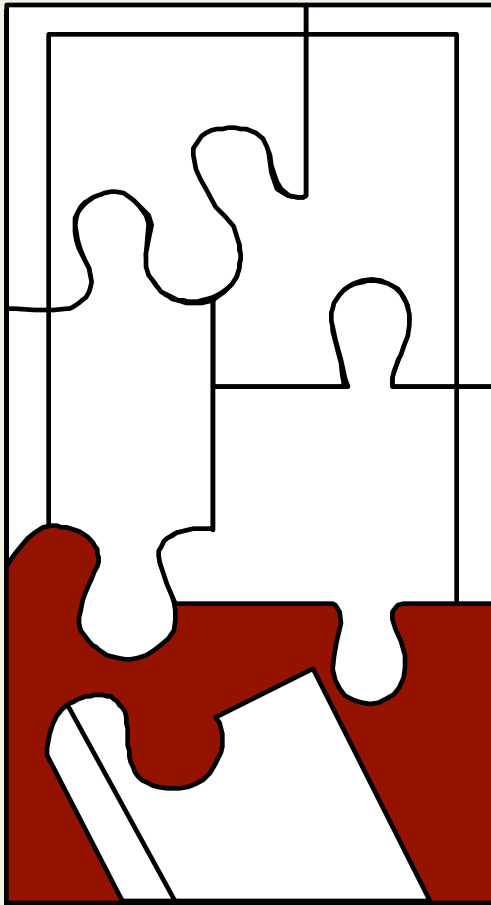
Unless what we are learning is connected to what we already know, we cannot learn it.

Frank Smith

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CONTEXTUALIZATION

Amplification, Elaboration

Enrichment

vs.

Simplification

We need to create social contexts
that are language, content,
and process rich.

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GRAPHIC ORGANIZERS

- ❧ Focus attention on key elements
- ❧ Help integrate prior knowledge with new knowledge
- ❧ Enhance concept development
- ❧ Enrich reading, writing, and thinking
- ❧ Aid writing by supporting planning and revising
- ❧ Promote focused discussion
- ❧ Assist instructional planning
- ❧ Serve as an assessment and evaluation tool.

AUTONOMY AS LEARNERS AND KNOWLEDGE CREATORS

For a real change to occur, educational interventions must be oriented toward empowerment -- toward allowing children to feel a sense of efficacy and control over what they are committed to doing in the classroom and in their lives outside the school.

James Cummins

CHALLENGING & RELEVANT CURRICULUM

- Academic Content/Processes
  - Content Standards
  - Learning Strategies
- Language Content/Processes
  - Language/Language Arts Standards
  - Obligatory Language
  - Compatible Language
- Social & Cultural Content/Processes
  - Big Culture & Little Culture
  - Intrapersonal and Interpersonal Skills
  - Rules, Norms, and Metarules

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CHALLENGING & RELEVANT CURRICULUM

- Time
  - ◎ Establish daily routines and structures.
  - ◎ Integrate language and content.
  - ◎ Provide extended learning opportunities
- Organization
  - ◎ Cyclical exploration of content
  - ◎ Use stations/centers for focused pair and small group exploration.
  - ◎ Build student capacity and leadership.
  - ◎ Spiral the curriculum and skills.

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EXPLORATION PROCESS

- **Into**
  - ◎ Identify, organize, and use students' prior knowledge to connect them to text/topic/content.
  - ◎ Design "bridges" to connect students to new learnings/content.

- **Through**
  - ◎ Provide access to key requisite content through comprehensible messages to/from students.
  - ◎ Engage students in meaningful communications as a result of personal interactions with text/topic/content.
  - ◎ Apply concepts and conduct divergent explorations.

- **Beyond**
  - ◎ Extend ideas presented in lesson/inquiry through even more divergent/creative explorations/applications of themes/concepts.
  - ◎ Engage students in synthesis, evaluation, and reflection.
  - ◎ Debrief the micro/macro processes.

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ACADEMIC EXPERTISE

⟷

TEACHER/STUDENT INTERACTION
- Maximize cognitive engagement
- Maximize identity investment

CURRICULUM & PEDAGOGY

FOCUS ON MEANING
- Making input comprehensible
- Developing critical literacy

FOCUS ON LANGUAGE
- Awareness of language forms and uses
- Critical analysis of language forms and uses

FOCUS ON USE
USING LANGUAGE TO
- Generate new knowledge
- Create literature and art
- Act on social realities

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WHY LITERACY?

* ✸ Cornerstone of Academic Success
* ✸ Better Language Learners
* ✸ Metalinguistic Awareness
* ✸ Smarter Students
* ✸ Access to Traditions
* ✸ Information Literacy
* ✸ Autonomous Learners

KEY VOCABULARY
Used in Academic Reading/Writing Tasks

- Analyze
- Compare
- Contrast
- Critique
- Define
- Describe
- Diagram
- Discuss

- Enumerate
- Evaluate
- Explain
- Illustrate
- Interpret
- Justify
- Outline
- Persuade

- Pretend
- Prove
- Relate
- Respond
- Specify
- State
- Summarize

COMPREHENSION

- ✍ Learning in subject areas requires different comprehension skills.

- ✍ We can teach students strategies for using material beyond their reading levels.

- ✍ We can help students develop content vocabulary strategically.

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STUDY SKILLS

- ❧ Develop critical reading skills.
- ❧ Organize for thinking.
- ❧ Use strategic study techniques.
- ❧ Use semantic maps.
- ❧ Outline.
- ❧ Build vocabulary.
- ❧ Develop skills for writing and reporting information.
- ❧ Access available resources.
- ❧ Create a study place.

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HIGH QUALITY INSTRUCTIONAL RESOURCES

VISUAL

- Cartoons
- Photographs
- Paintings
- Drawings
- Sketches
- Videos
- DVDs
- Movies

AUDIO

- Tapes
- Records
- CDs

PRINT

- Textbooks
- Books
- Journals
- Magazines
- Newspapers
- Recipes
- Signs/Posters
- Environmental Print

MANIPULATIVE

- Sculptures
- Realia
- Artifacts

HUMAN

- Students
- Teachers
- Parents
- Librarians
- Historians
- Linguists
- Artists
- Officials
- Professors
- Ethnographers
- Elders/Leaders
- Museum Curators

ELECTRONIC

- GLN
- Internet
- Intranet
- CD-ROM
- E-Mail

GRAPHIC

- Charts
- Tables
- Graphs
- Maps

VALID & COMPREHENSIVE ASSESSMENT

- Purpose
  - ◎ Designed to Improve Learning
  - ◎ Assesses the Triple Curriculum
- Characteristics
  - ◎ On-going
  - ◎ Formal and Informal
  - ◎ Dynamic and Interactive
  - ◎ Multidimensional and Multiperspective
  - ◎ Based on both observation and analysis

- Three Fundamental Decisions
  - ◎ What do I want my students to learn in each area of the triple curriculum?
  - ◎ What evidence would I accept to verify their learning?
  - ◎ What will I do if they don't learn what we've decided should be mastered?

PORTFOLIOS

- ❧ Purpose
  - ◎ Showcase Best Work
  - ◎ Chronicle Growth & Improvement Over Time
- ❧ Contents
  - ◎ Tapes
  - ◎ Journal Entries
  - ◎ Projects & Presentations
  - ◎ Reflections
  - ◎ Writing & Language Samples

- ❧ Evaluation
  - ◎ Student analysis of selected contents
  - ◎ Student analysis of growth over time for specific language aspects
  - ◎ Student rating of effects of learning on work quality

RUBRICS

❧ **Why Use Rubrics?**

- ◎ Powerful tools for teaching and learning
- ◎ Help students become more powerful judges of their own work
- ◎ Accommodate differences
- ◎ Easy to use and explain
- ◎ Improve objectivity in scoring

❧ **Tips**

- ◎ Develop graduations of quality:
  - 4 = Yes
  - 3 = Yes, but . . .
  - 2 = No, but . . .
  - 1 = No
- ◎ Engage students in development process
- ◎ Identify anchors

HIGH QUALITY PROFESSIONAL DEVELOPMENT

- System for adults to develop personal and professional
  - ◎ Efficacy
  - ◎ Accountability
  - ◎ Responsibility
  - ◎ Advocacy

THE WHAT: INSTRUCTIONAL TRIANGLE

❧ Teacher ⟷ Content
- ◎ Deep Content Knowledge
- ◎ Solid Language Acquisition Expertise
- ◎ 21st Century Skills, Capacities, Dispositions
- ◎ Competency in Target Languages and Cultures

❧ Teacher ⟷ Student
- ◎ Relationships/Personalization
- ◎ Powerful, Critical Pedagogy
  - • Responsive to Language, Culture, Lived Experiences, Equity
- ◎ Empowering Belief Systems
- ◎ Child/Adolescent/Cognitive Development
- ◎ Facilitation, Negotiation, and Collaboration Skills

❧ Student ⟷ Content
- ◎ Assets Approaches
- ◎ Meaningful Engagement
- ◎ Differentiation for All Levels
- ◎ Continuum of Multiple Assessments
  - • Data Analysis and Interpretation Skills

Teacher

Content   Student
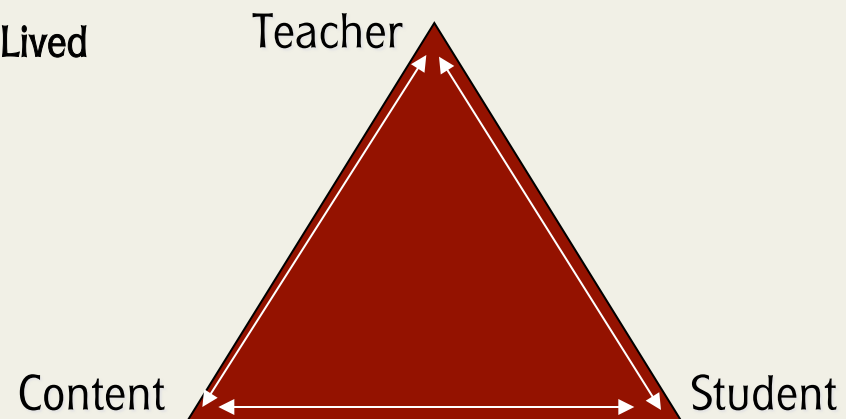
THE HOW: ESSENTIAL PROCESSES

- **Sustainability:** All PD opportunities include processes for sustainability and capacity-building. No one-time PDs!
  - ◎ Observation & feedback with coaching
  - ◎ Co-teaching
  - ◎ Equity-centered professional learning communities
- **Differentiation:** All PD opportunities are differentiated for adult learners.
  - ◎ Adult learning theory
  - ◎ Relevant and job-embedded
  - ◎ Choices according to stages of teacher development

THE HOW: ESSENTIAL PROCESSES

- **Accountability:** All PD incorporates processes for monitoring/evaluation.
  - ◎ Monitoring for change in teacher practice
  - ◎ Assessments for student impact
  - ◎ Feedback from participants
  - ◎ Inquiry and continuous improvement
- **Collaboration:** All PD includes accompanying informational presentations for principals, parents, key others.
  - ◎ Summary of main concepts and strategies
  - ◎ Suggestions for supporting student learning
  - ◎ Tools for observation/monitoring

POWERFUL FAMILY & COMMUNITY ENGAGEMENT

- Orientation to School System
- Strategies for Supporting Student Achievement
- College-Going Culture
- Gatekeepers to/Brokers for Family/ Community Resources
- Decision-Making
- Leadership & Advocacy

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ADVOCACY-ORIENTED ADMINISTRATIVE & LEADERSHIP SYSTEMS

- Communication Systems
  - ◎ Multiple Way
  - ◎ Interactive
  - ◎ Responsive
  - ◎ Inclusive
- Data Systems
  - ◎ Sophisticated and Accessible
  - ◎ Student - Staff - School - Community
  - ◎ Data Disaggregation & Analysis
  - ◎ Patterns of Achievement

- Accountability Systems
  - ◎ Parameters and Processes
  - ◎ Local - State - Federal
  - ◎ Guarantee Student Results
  - ◎ Transparent
- Equity Systems
  - ◎ Explicit
  - ◎ Redundant
  - ◎ Pervasive
  - ◎ Persistent

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THE PROMISE WAY

- ༙ Vision
- ༙ Core Principles Framework
- ༙ Co-Design and Reflective Practice
- ༙ Infrastructure of Support

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THEORY OF ACTION

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IF we begin with a vision of student success, research-derived core principles, and processes of co-design and reflective practice,

AND IF we provide the space to create a community of schools in a network and a system of leadership and support resulting in customized and continually refined plans for action,

THEN we will see changes in policies, leadership capacity, structures, climate, and classroom practices which ultimately will yield high levels of student success aligned to our vision.

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OPAL DOMAINS & INDICATORS

- Rigorous and Relevant Curriculum
- Connections
- Comprehensibility
- Interactions

PROGRAM MODELS & GAP CLOSURE

Program Model	Annual NCE Gains	x	# Years	=	Total NCE Gain Long Term Results
Two-Way DBE	4		6		24 - FULL GAP CLOSURE
One-Way DBE	3		8		24 - FULL GAP CLOSURE
			6		18 - 3/4 Gap Closure
Late Exit TBE	2		8		16 - 3/4 Gap Closure
Early Exit TBE	2		3		6 - 1/4 Gap Closure
SDAIE	1		6		6 - 1/4 Gap Closure
			3		3 - 1/8 Gap Closure
ESL Pullout	.5		6		3 - 1/8 Gap Closure
			3		1.5 - 1/16 Gap Closure
Prop 227	0		1		NO GAP CLOSURE

A NEW ACCOUNTABILITY

The real challenge is not to reproduce static models or to seek to meet the letter of the law for basic "compliance" designed for the school population currently enrolled, but to create schools which are continually responsive to the mixes of cultures and languages that present themselves, and which bring accountability INSIDE the school for producing high achievement.

Laurie Olsen

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REFLECTION

- Work individually or with a partner.

- Reflect on what has been shared so far.

- In what ways does it:

  - ◎ Confirm, validate or challenge your ideas or knowledge base about transforming English Learner programs so they support English Learners in becoming skilled scholars and successful 21st century citizens??

- What opportunities have emerged to:

  - ◎ Strengthen your program(s) for English Learners?

WHY DON'T SCHOOLS GET IT?

Steve Jobs has done more Cool Stuff than anybody else in Silicon Valley . . . One of his success secrets is loading every development team with artists, historians, poets, musicians, and dramatists. He says he wants to bring to bear, on each project, the best of human cultural accomplishment. So how come schools don't get it?

Tom Peters, *Re-Imagine*

There is a case for saying that the creation of new aesthetic forms has been the most fundamentally productive of all forms of human activity.

Whoever creates new artistic conventions has found methods of interchange between people about matters which were incommunicable before.

The capacity to do this has been the basis of the whole of human history.

J. Z. Young

Stanislaus Asociación de Investigación Latina

The arts are not just expressive and affective. They are deeply cognitive. They develop essential thinking tools --pattern recognition and development; mental representations of what is observed or imagined; symbolic, allegorical, and metaphorical representations; careful observation of the world; and abstraction from complexity.

David A. Sousa, *How the Brain Learns*
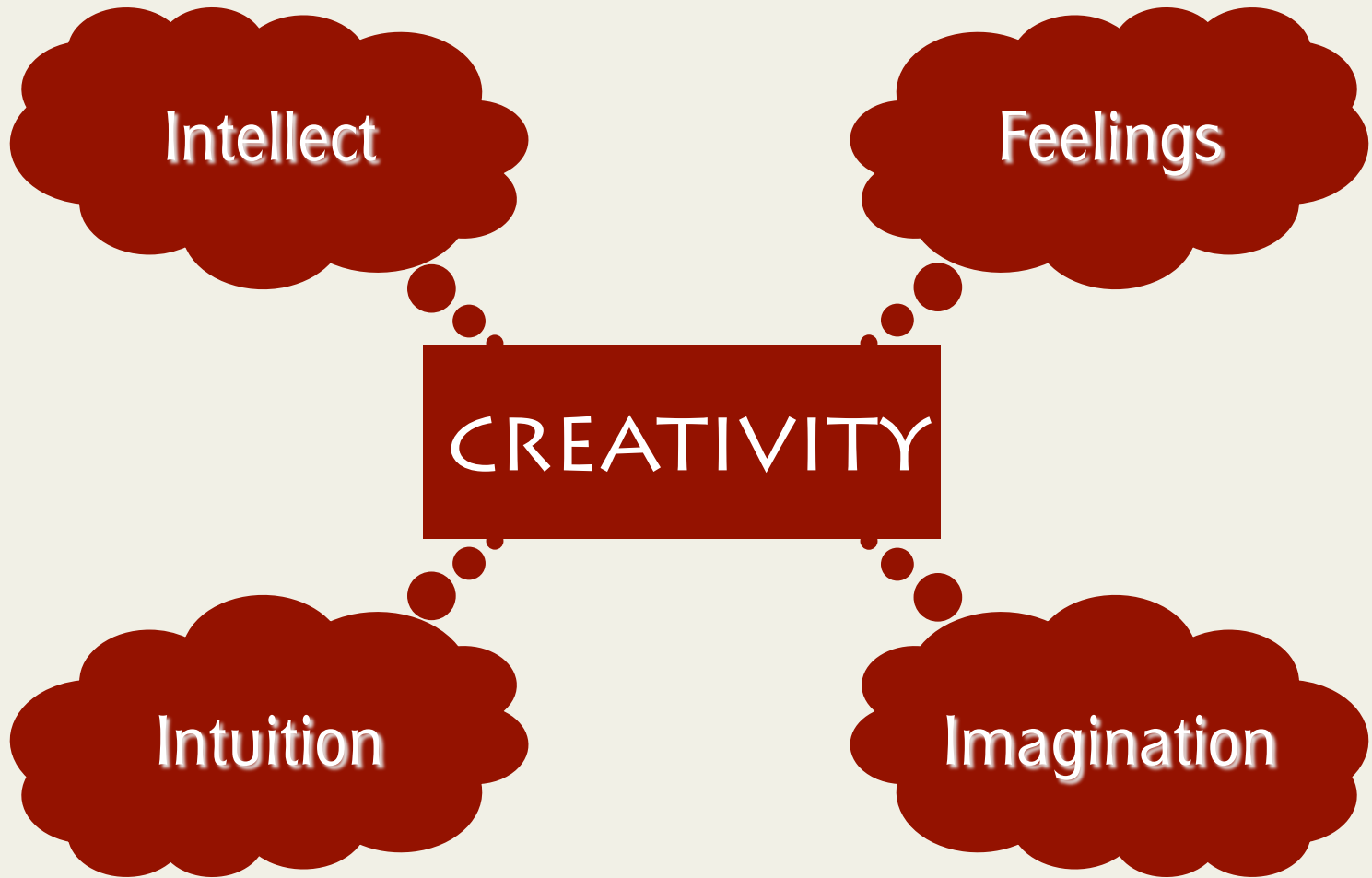
CREATING A CULTURE OF CREATIVITY

- ❧ **Unlock the creative abilities in each student.**
  - ◎ All students have creative abilities, and they all have them differently.
  - ◎ Creativity emerges wherever students' intelligence is engaged.
- ❧ **Harness students' creativity.**
  - ◎ Creativity is a dynamic process, drawing on many areas of a person's experience and intelligence.
  - ◎ Creativity is a social/cultural process that arises out of students' interactions with ideas and achievements of other people.

Unlike many other industries, the creative industries continue to benefit from high growth rates, in part because they build on and interact with innovations in science and technology.

Ken Robinson, *Out of Our Minds*

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WHAT IS NEEDED?

It is crucial that children flex both the left and right sides of the brain.

Governor Mike Huckabee

- Not just function, but also DESIGN.
- Not just argument, but also STORY.
- Not just focus, but also SYMPHONY.
- Not just logic, but also EMPATHY.
- Not just seriousness, but also PLAY.
- Not just accumulation, but also MEANING.
- Not just knowledge, but also LEARNING.

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IMPLICATIONS FOR EDUCATION

- **Knowledge of the World**
  - ◎ Global citizenship in an increasingly complex, global economy
- **Out-of-the-Box Thinking**
  - ◎ Flexibility, Adaptability, Creativity, and Self-Confidence
  - ◎ Interdisciplinary Thinking: Essential for Innovation
- **Information Savvy**
  - ◎ Rapid processing of information
  - ◎ Ability to distinguish: what's reliable and what's not
- **People Skills**
  - ◎ Communication, empathy, relationships, teamwork, and cultural and linguistic competency

Source: "How to Bring Our Schools Out of the 20th Century" by Claudia Wallis and Sonia Steptoe, in Time Magazine (12/9/2006)

CREATIVITY IN A KNOWLEDGE SOCIETY

- Creativity and new ideas are the main assets (cultural capital) in a knowledge society and a prerequisite for humankind to adapt to change and to find solutions to the catastrophes of our own making.

- Multilingualism enhances creativity; monolingualism and homogenisation kill it.

Tove Skutnabb-Kangas

MULTILINGUALISM, CREATIVITY, & INNOVATION

1. Creativity precedes innovation.
2. Investment follows creativity.
3. Multilingualism enhances creativity.
4. Multilinguals outperform monolinguals on tests of intelligence, creativity, divergent thinking, and cognitive flexibility.
5. Additive teaching can lead to high-level multilingualism.

In the language of ecology, the strongest ecosystems are those that are the most diverse. Diversity is directly related to stability; variety is important for long-term survival. Our success on this planet has been due to an ability to adapt to different kinds of environment over thousands of years. Such ability is born out of diversity. Thus language and cultural diversity maximises chances of human success and adaptability.

Colin Baker

We completely underestimate the intellectual capacity and giftedness of most of our students...

From birth and during infancy the child's brain is tremendously plastic. How the brain develops, the networks that are created, depend on how it is used. If the language capacity is not used, it may fade as the brain's neural capacities are turned to other uses. The same can be true of music or mathematics or whatever.

Ken Robinson, *Out of Our Minds*

There are children playing in the street who could solve some of my top problems in physics, because they have modes of sensory perception that I lost long ago.

J. Robert Oppenheimer

English is not enough. In knowledge societies uniformity is a handicap. Creativity, innovation, and investment are results of additive teaching and multilingualism. Through destroying biocultural diversity we are ruining the prerequisites for (human) life on the planet.

Tove Skutnabb-Kangas

We pass through this world but once. Few tragedies can be more extensive than the stunting of life, few injustices deeper than the denial of an opportunity to strive and even to hope, by a limit imposed from without but falsely identified as lying within.

Stephen Jay Gould

ANSWERING THE CALL TO ACTION

Come to the edge. We might fall.

Come to the edge. It's too high!

Come to the edge!

And they came, and he pushed

. . . and they flew.

Christopher Logue

HOW DID YOU DO?

- Work with a partner to compare your quizzes.

- Where you have different responses, try to reconcile them by remembering what you heard/saw during the mini-lecture.

- What learning emerged that you will use in designing opportunities for staff or colleagues to become more powerful English Learner leaders and advocates?

Stanislaus Asociación de Investigación Latina

TAKING THE RISK

When silence is impossible, when injustice is unbearable, sometimes a song, or better yet, a lifting of many voices can tell a radical truth that is not easily dismissed.

Carol Estes

My commitment to our struggle recognizes neither boundaries nor limits; only those of us who carry our cause in our hearts are willing to run the risks.

Rigoberta Menchú

Discourse I deals with	Discourse II deals with
Singular truths	Multiple stories
"The change process"	The desired circumstances
Improving what exists	Changing something significant
Techniques, methods, and content	Learning and school relationships
Symptoms	Causes
The way things are	What could be
Blaming others for not meeting our standards	Questioning whether our standards are hindrances
Discipline and control	Alienation and resistance
Competency	Relevance
The familiar	The uncomfortable
Answers and solutions	Dilemmas and mysteries
Information transfer	Knowledge creation
Ability and merit	Privilege and oppression
Dropouts	Pushouts
Reproduction	Transformation
The work of adults	The learning and experience of students
World class standards	Re-creating our society
Limited time and ability	Getting started anyway

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GRAVITY PULL

- The gravity pull of some of our habits may currently be keeping us from going where we want to go.

- But it is also gravity pull that keeps our world together, that keeps the planets in their orbits and our universe in order.

- It is a powerful force, and if we use it effectively, we can use the gravity pull of habit to create the cohesiveness and order necessary to establish effectiveness in our lives.

Stephen Covey

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I want you to forget everything you've ever learned about what it takes to get great results.

I want you to realize that nearly all operating prescriptions for creating large-scale . . . change are nothing but myths.

Companies that make the change from good to great have no name for their transformation -- and absolutely no program.

Jim Collins
Fast Company

Stanislaus Asociación de Investigación Latina

In each of these dramatic, remarkable, good-to-great transformations, we found the same thing: There was no miracle moment.

Instead, a down-to-earth, pragmatic, committed-to-excellence process kept each on track for the long haul.

In each case it was the victory of steadfast discipline over the quick fix.

Jim Collins

Fast Company

Stanislaus Asociación de Investigación Latina

We keep looking for change in the wrong places, asking the wrong questions, and making the wrong assumptions.

Jim Collins
Fast Company

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INVITATION TO LEADERSHIP

- Find and develop each one's treasures.
  - ◎ Develop the tools/skills to realize the vision.
- Return to help transform the community.
  - ◎ Use the tools/skills to make the vision reality.
- Dangers and pitfalls, but also great rewards:
  - ◎ Knowledge
    - Complexities of our own communities.
  - ◎ Opportunity
    - Make a real difference in the world.
    - Live in community with other people through networks/ alliances and shared struggles/successes.

AWAKENING THE LEADER

Leader's journey belongs to all.

Our journeys are interwoven.

Take new responsibility for our schools/communities.

Being a leader means:

◎ Being fully awake, conscious of our school community and context.

◎ Acknowledging our strengths and gifts.

◎ Clearly articulating who we and our school communities are and what we would like them to be.

◎ Taking full responsibility for our power to change the world so it's aligned with our vision.

NEW LEADERSHIP

☞ Supporting and sustaining new leaders:
- ◎ Name the community.
- ◎ Connect the community.
- ◎ Resource the community.
- ◎ Illuminate and interpret the community.

Supporting Pioneering Leaders as Communities of Practice
How to Rapidly Develop New Leaders in Great Numbers
Margaret J. Wheatley

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TOGETHER WE CAN

We know we need to work together . . .

As leaders, as neighbors, as colleagues, it is time to turn to one another. . . we need everybody's creativity to find our way through this strange new world.

We can't go it alone, we can't get there without each other . . .

Meg Wheatley, "Remembering Human Goodness"

We must learn to locate the vast resources in communities that seem impoverished and paralyzed at first glance.

Robert Moses
Radical Equations: Math Literacy and Civil Rights

Stanislaus Asociación de Investigación Latina

. . . we have sacrificed the pursuit of what is in our hearts.

Peter Block

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REMEMBER . . .

- Don't forget the moral imperative.
- Don't forget to ask why.
- Don't get lost in the how-to questions.
- Deliberate more deeply on intention, purpose, and responsibility.
- Engage in both individual AND system action: Both are required.

Michael Fullan

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A JOURNEY WORTH TAKING

With my students I have learned another view of education, another approach to educating. I no longer practice a curriculum made for failure and poverty.

Bill Terrazas
Channel Islands High School

RADICAL LEADER

It means facing a system
that does not lend itself to your needs
and devising means by which you
change that system.

The key word here is YOU.

Robert Moses
Radical Equations: Math Literacy and Civil Rights

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YOUR LEADERSHIP

- Creativity
- Innovation
- Commitment
- Dedication
- Strategic Responsiveness
- Courage

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THE LEADERSHIP IMPERATIVE

- Persevere.
- See the possibilities.
- Make it personal.
- Be radical.
- Be creative.
- Learn to dance . . . then

Learn to dance together.

AFTER ACTION REVIEW

- What happened this evening?
  - ◎ What did we accomplish?

- What did we learn to enhance how we better ensure EL success through our actions as practitioners, leaders, and advocates?

- As knowledgeable EL leaders and advocates,
  - ◎ What will we do, individually and collectively, based on our learnings to improve and align our practice?
  - ◎ What sustainable difference will we make in the lives of English Learners?

What ONE sentence can you share with us that captures a key aspect of your conversation?