SUMMARY OF THE ELL COLLABORATIVE WORK
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Background

Teams from six districts and one ESD formed the ELL Collaborative. Each Superintendent brought a team of six experts who served English Language Learners (ELLs) from his/her district. The Superintendents from these districts committed to staying engaged in this process until we came to agreement on the best practices for serving ELLs in Oregon. The group identified a shared vision for ELL students and the areas we believed needed to be addressed for all students to have *equitable access to a rich and rigorous education*. We then formed four study groups to read the current research, discuss the findings and identify the practices that should become part of a statewide plan for ELLs. The Collaborative accomplished two key pieces of work. First, Superintendents met with leadership from the Oregon Department of Education (ODE) to make four recommendations and propose a process for collaborative work between the Superintendents and ODE to remove barriers for our ELLs and enable districts to learn from one another. Second, teachers and administrators, our resident experts, developed a "Statewide Plan for Ensuring Academic Excellence for English Language Learners". When the collaborative last met, members agreed to reconvene, continue discussions, and develop a network designed to support districts in implementing best practices for ELLs. The Collaborative also agreed to join the work of the ELL Collaborative with the work of the Oregon Leadership Network (OLN) to develop a statewide initiative around deconstructing racism.

Recommendations to the Leadership

Four teams were formed with leaders from ODE, districts and agencies across the state to move forward on the work needed around each of the following recommendations:

1. Use a cohort model for determining Annual Measurable Achievement Objectives (AMAOs), including the elimination of testing in domains where proficiency has been established.
2. Use English Language Proficiency Assessment (ELPA) performance standards and alternative assessments (similar to essential skills).
3. Develop a Title programs monitoring and compliance process that includes peer review, is flexible and enables districts to identify best practice models.
4. Work with Teacher Standards and Practices Commission (TSPC) and Higher education on requiring English for Speakers of Other Languages (ESOL) and reading endorsement within the first there years of practice.

The progress made by the four teams is in various stages. ODE is convening a meeting on October 25, 2012 to summarize the progress made on these four recommendations.

Statewide Plan

Our experts designed the Statewide Plan as a rubric with eight clearly defined components that need to be carefully considered in districts serving ELLs. The components are leadership, planning, literacy, rigorous academic instruction, English language development, interventions, assessments, and collaboration. The group believed districts could use this rubric to assess and guide districts in ensuring ELLs are among the highest achieving students across the state. The latest draft of this Statewide Plan resides on the computers of collaborative members, clearly still in draft form. A few researchers have vetted the components and one researcher is validating these components. While

some districts have used parts of this plan. A reconvening for vetting, revising and editing this plan is necessary before it is ready for use as a statewide tool.

Next Steps

Since the last meeting of the ELL Collaborative, superintendents have shared this work in their districts, with the Oregon Association of School Executives (OASE) Vision and Policy Committee, Dr. Rudy Crew and members of Dr. Crew's staff. There is a great deal of interest across the state in growing the work started by the Collaborative. A few considerations for next steps include:

1. Ensure that the Oregon Education Investment Board (OEIB), ODE, and Superintendents understand the research that calls out the importance of building upon the assets of students and the importance of developing native literacy and bi-literacy skills as a pathway to strong English Language Development. Develop assessment and accountability systems that support bi-literacy and bilingual programs.
2. Ensure that the state invests in key strategies designed specifically for supporting the success of ELL students.
3. Reconvene leaders from the four teams working on the recommendations provided to ODE to assess progress, determine work yet to be done, and communicate across the state about the work accomplished.
4. Form a team of superintendents, both those from the Collaborative and others interested, to discuss ideas for furthering the work. This group should reflect on the "professional learning community" approach used by the Collaborative, lessons learned and determine elements of the process to duplicate as we move forward and scale-up. (Members of the OASE Vision and Policy group are in the process of gathering a team for this purpose).
5. Identify a statewide leadership team that includes members of ODE, OEIB and Superintendents to collaborate and guide the work.
6. Convene a team that includes researchers and experts from our districts and the state to further develop the Statewide Plan for districts to use as a tool for assessing and designing districts' strategy for ensuring academic excellence for ELLs.
7. Develop policy and practice to ensure that ELLs have equitable access to best practices across the state.
8. Consider all of what we learn about best practice for ELLs as we move forward with work on the horizon around implementation of Common Core State Standards, Smarter Balanced Assessments, Response to Intervention with practices appropriate for Culturally and Linguistically Diverse (CLD) students, Achievement Compacts and School Report Cards.

It is time to seize this opportunity as the OEIB and ODE work collaboratively to redesign the governance structures to support the public education continuum. There are many dedicated and expert leaders and teachers waiting to be invited into this work. We could capitalize upon the collaborative partnership of Confederation of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Education Association (OEA), Stand for Children, and Chalkboard, as well as, reach out to higher education institutions, OLN and other organizations and bring them into this work. It will take all of us working together to ensure that every English Language Learner in our state has access to a rich and rigorous education.