

Building Equity for English Learners

A Partnership Between WestEd and the
Arizona Department of Education

**Initiative Information for the Central
Arizona Region: SY 2022-2023**

Building Equity for English Learners

WestEd’s Quality Teaching for English Learners (QTEL) is pleased to announce a partnership with the Arizona Department of Education to provide professional learning and coaching to Arizona’s educators of English Learners. QTEL is currently seeking school and district partners in the Central Arizona region to participate in this work over the course of the 2022–2023 and 2023–2024 school years. **Professional learning cohorts begin in October 2022.**

Building Equity for English Learners is a systemic and aligned approach to improving outcomes for Arizona’s English Learners and services encompass vertically aligned professional learning for teachers, instructional coaches, and school leaders.

Year One (SY 2022–2023) focuses on building a shared understanding of key elements of effective teaching and learning for English Learners and providing immediately applicable instructional practices that can be incorporated into classroom instruction. Key themes for this year include supporting English Learners to engage in high challenge/high support learning opportunities and incorporating daily quality academic interactions.

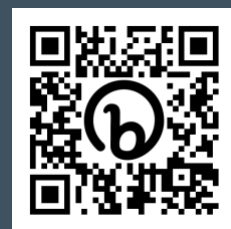
In Year Two (SY 2023–2024), educators continue to be introduced and apprenticed into high-yield pedagogical practices to support language and literacy development in tandem. Additionally, we intensify the internal capacity-building so that educators can carry the work to their schools and districts.

QTEL is one of Arizona’s American Rescue Plan (ARP) School and Community Grantees. As such, all professional learning, materials, facilities, and educator stipends associated with this project will be paid for with state ARP funding with no cost to schools and districts. Participating schools and districts will be asked to ensure the following:

- A two-year commitment of a team of educators (consisting of 4–5 teachers, an instructional coach, and an instructional leader)
- Time for educators to participate in all associated professional learning activities
- Substitutes for participating educators

WestEd’s Quality Teaching for English Learners (QTEL) works to provide educators with the tools they need to accelerate language development, academic literacy, and disciplinary knowledge of all students, particularly English Learners. With a focus on promoting long-term academic and professional success, QTEL’s pragmatic and classroom-friendly approach to learning is informed by rigorous sociolinguistic research and more than twenty years of experience working with educators across the United States.

Interested schools and districts should submit their contact information at: <https://bit.ly/BEEL-Contacts>



Participant Details

Schools and districts should register in teams, with each team containing 4–5 teachers, an instructional coach, and an instructional leader. All participating educators will receive a \$1000/school year stipend upon completion of each year’s work.

Teachers

- Teachers who teach English Learners in an integrated or a targeted setting will benefit from this professional learning. Teachers of all grade levels and content areas are welcome.
- Teacher participants will be expected to implement their learning in their classroom with English Learners.
- Teachers must commit to 5 institute days during the 2022–2023 school year and 4 institute days during the summer. Teachers participating in QTEL collaborative coaching cycles will commit to an additional 8 days during the 2022–2023 school year. There will be additional professional learning commitments during the 2023-2024 school year.

Instructional Coaches

- An instructional coach can be anyone who coaches teachers in their role, regardless of title. This may be a coach, a specialist, an administrator, etc.
- Coaches will be expected to support teachers to implement their learning at their schools.
- Coaches must commit to 10 institute days during the 2022–2023 school year, 4 institute days during the summer, and 8 collaborative coaching days during the 2022–2023 school year. There will be additional professional learning commitments during the 2023-2024 school year.

Leaders

- A leader is someone who is committed to improving outcomes for English learners and will champion this work at the school or district.
- The leader will guide and support the school/district team through this two-year process with the intention of strengthening the quality of EL policy, practices, and programs.
- Likely roles for this team member are school or district administrator, coordinator, or director.
- Leaders must commit to 9 institute days during the 2022–2023 school year. There will be additional professional learning commitments during the 2023-2024 school year.

The pages that follow contain an overview of the professional learning provided at each level of the system.

Professional Learning Overview

Teacher Professional Learning		
School Year 2022–2023	Summer 2023	School Year 2023–2024
<p>Teachers engage in five full days of professional learning through the QTEL <i>Building the Base</i> institute in which they learn deeply about theories of learning and language development and understand how these theoretical ideas are utilized and integrated in classroom practice. The institute is designed around rigorous exemplars of practice that provide opportunities for educators to experience high challenge, high support pedagogy as well as apply their learning through analysis and reflection.</p>	<p>Teachers participate in a 4-day intensive summer institute that focuses more acutely on enhancing, strengthening, and amplifying instruction. They further develop their expertise around designing high-quality opportunities to learn by reconsidering how to deliberately craft lessons and units of study that invite, support, and challenge students.</p>	<p>Teachers engage in five full-day <i>Amplifying the Base</i> professional learning sessions in which they deepen their focus on disciplinary-specific oral and written discourse practices and further develop understandings of scaffolding instruction within the context of their subject areas and grade levels.</p> <p>Teachers will be asked to share their lessons and learnings with colleagues at their schools/ departments in order to begin to foster new approaches and practices in their schools.</p>
<p>Teachers work closely with a QTEL coach and/or their school/district coach to participate in collaborative coaching cycles designed to enhance the implementation of the pedagogical shifts learned in <i>Building the Base</i>.</p> <ul style="list-style-type: none"> Day One: Small groups engage in collaborative lesson planning Day Two: The same groups implement and observe the lesson and reflect and collaboratively refine it <p>Note that, based on availability, participating teams will have the option to engage in collaborative coaching cycles with a QTEL facilitator and/or with their own site/district coach.</p>		<p>Teachers continue to work closely with a QTEL coach and/or their school district coach to participate in collaborative coaching cycles. As in Year 1, each cycle will be comprised of:</p> <ul style="list-style-type: none"> One Day of Planning Support One Day of Implementation and Refinement <p>The continued coaching support will serve to establish classrooms where excellence in learning is common practice, which can later serve as demonstration classrooms for other teachers to learn and problematize instruction.</p> <p>As in Year 1, based on availability, participating teams will have the option to engage in collaborative coaching cycles with a QTEL facilitator or with their own site/district coach.</p>

Coach Professional Learning		
School Year 2022–2023	Summer 2023	School Year 2023–2024
Coaches/specialists participate with teachers in five full-day <i>Building the Base</i> professional learning sessions (described in more detail in the teacher support section above) in order to ensure shared understandings and collective learning with teachers.	Along with teachers, coaches participate in an intensive four-day institute that focuses more acutely on enhancing, strengthening, and amplifying instruction.	Coaches/specialists participate with teachers in <i>Amplifying the Base</i> professional learning sessions for five full days during the year in order to ensure shared understandings and collective learning with teachers.
Coaches/specialists engage in five full-day <i>Coaching for Equity</i> professional learning sessions to focus on building capacity to support teachers, observe instruction, and provide feedback on the implementation of effective instruction for English Learners.		Coaches/specialists continue to engage in five full days of <i>Coaching for Equity</i> professional learning. In Year 2, they deepen their understanding of effective practices and structures to accelerate pedagogical shifts necessary for EL success and will continue to develop presentation, facilitation, coaching, and instructional unit/lesson design skills to support continuous improvement.
<p>Coaches/specialists shadow QTEL facilitators as they engage small groups of teachers in collaborative coaching cycles to support the application of the learning. Each cycle is described in more detail in the teacher support section above.</p> <p>Coaches/specialists begin the work of sustainability as they also lead small group coaching sessions on their campuses.</p> <p>Coaches/specialists meet virtually in a Coaching PLN with their QTEL facilitator and their small collaborative coaching group in order to deepen their coaching capacity through discussion of problems of practice and progress in their on-site coaching work.</p>		<p>Coaches/specialists work with QTEL staff during Year 2 to co-facilitate collaborative coaching cycles with participating teachers.</p> <p>Coaches/specialists will continue the work of sustainability as they lead small group coaching sessions on their campuses.</p> <p>Coaches/specialists continue to meet virtually in their Coaching PLN with their QTEL facilitator and their small collaborative coaching group to continue to deepen their practice and work toward sustainability at their sites.</p>

Leader Professional Learning		
School Year 2022–2023	Summer 2023	School Year 2023–2024
Leaders participate with teachers in five full day <i>Building the Base</i> professional learning sessions (described in more detail in the teacher support section above) in order to ensure shared understandings and collective learning with teachers.	Leaders are not required to attend the summer institute but are encouraged to do so if they are able.	Leaders are not required to attend the teacher professional learning in Year 2 but are encouraged to do so if they are able.
Leaders will come together for four full day <i>Leading for Equity</i> professional learning sessions. These sessions are focused on building shared understandings of the pedagogical shifts necessary for change, the support teachers need to make these shifts, and methods for monitoring implementation and gauging impact.		Leaders will continue to engage in four full days of <i>Leading for Equity</i> professional learning. In year 2, QTEL will work with leaders to monitor progress toward their implementation and make refinements based on evidence of impact. An explicit goal of this work is a co-constructed, coherent implementation, self-evaluation, and sustainability plan so that the work can be scaled across the school and sustained, expanded, and enhanced over time.