2020 Advocacy Leadership Award Rubric

Aligned to CA English Learner Roadmap

I.   Overall Program/Initiative Description:

Describe how the program/initiative supports the selected strand. Include citations and page numbers from district or school plans to explain how it is reflected in these documents (e.g., LCAP, EL Master Plan, SPSA, etc.). The selected educational program/initiative must be a current practice and has been in place for at least two school years.

The following three strands have been designated as essential components of English learner/emerging bilingual advocacy.
- Equity and Access
- Cultural and Linguistic Responsiveness
- Family and Civic Engagement

Criteria	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
Alignment	Program/Initiative does not align with the selected strand	Program/Initiative somewhat aligns with the selected strand	Program/Initiative clearly aligns with the selected strand	Program/Initiative strongly aligns with the selected strand
Coherence	Program/Initiative is not aligned or specifically described in the district or school plans	Program/Initiative is somewhat aligned or specifically described in the district or school plans	Program/Initiative is clearly aligned or specifically described in the district or school plans	Program/Initiative is strongly aligned or specifically described in the district or school plans.

II.   Essential Program/Initiative Qualities:

Select one EL Roadmap Principle and one element within that principle that aligns to your program/initiative:
a. Principle 1: Assets-oriented and need-responsiveness
b. Principle 2: Intellectual quality and meaningful access
c. Principle 3: Conditions that support effectiveness
d. Principle 4: Alignment and articulation within and across systems

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Principle 1: Assets-Oriented and Needs-Responsive Schools

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
A. The **languages and cultures** English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/ linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.
B. Recognizing that **there is no single EL profile** and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten have different needs than students entering in later grades. The needs of long term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.	School program, curriculum, and instruction is the same for all English learners.	School program, curriculum, and instruction is somewhat adaptive to suit the students. Some options are provided but they may not be responsive to the strengths and needs of all EL profiles represented at the school.	School program, curriculum, and instruction is adaptive to the individual student. School program, curriculum, and instruction provide some options for individualization based on student strengths and needs.	School program, curriculum, and instruction is tailored toward each individual student in order to promote the greatest amount of learning for each individual. Program, curriculum, and instruction provide options for students that embrace their strengths and are responsive to their individual needs. These options respond to all EL profiles represented at the school.

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Principle 1: Assets-Oriented and Needs-Responsive Schools

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
C. **School climates** and campuses are affirming, inclusive, and safe.	Little or no evidence is visible of programs or practices in place to create a safe and affirming school climate.	School climate is safe and affirming towards most students and their families, but programs and practices to support an inclusive school climate may not be developed.	School climate is safe and affirming towards students and their families. Some programs and practices are in place to support an inclusive school climate. All students and their families are treated fairly.	School climate is safe and affirming towards all students and their families. Programs and practices celebrate diversity. Programs and practices affirm, value, and uplift all groups represented at the school and treat all students and families in a responsive, fair way.
D. Schools value and build strong **family and school partnerships**.	Little or no evidence is visible of meaningful family involvement. Families rarely participate in school activities.	School engages families with opportunities to be involved in their children's learning experience. Strategies to engage families are visible.	School engages families with opportunities to be involved in their children's learning experience. Targeted strategies to engage families that represent the demographics of the school are visible.	School engages families with opportunities to be meaningfully involved in their children's learning experience. School has proactive supports for two-way engagement with families. Participation reflects the demographics of the school.
E. Schools and districts develop a collaborative framework for identifying **English learners with disabilities** and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.	Systems to accurately identify and support English learners with disabilities are not evident.	School identifies English learners with disabilities but systems to effectively support them may need more development.	School accurately identifies English learners with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs.	School accurately identifies English learners with disabilities and has systems in place to support them and to identify and distinguish language needs from special education needs. School has IEP practices and teacher training support systems specific to addressing the needs of English learners with disabilities.

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Principle 2: Intellectual Quality of Instruction and Meaningful Access

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
A. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including integrated English language development (ELD) and designated ELD (per the English Language Arts (ELA)/ELD Framework pages 891–892).	Connections between language development and content are not evident. Designated ELD is not fully implemented and may not be responsive to the linguistic demands of the content.	Language development occurs inconsistently in and through content and is inconsistently integrated across the curriculum. Designated ELD is inconsistently connected to content.	Language development occurs in and through content. Designated ELD is responsive to the linguistic demands of the content.	Language development occurs consistently in and through the full content and is integrated across the full curriculum—in addition to strong content-based designated ELD.
B. Students are provided a rigorous, **intellectually rich, standards-based curriculum** with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.	Evidence of curriculum's basis in the standards may be absent. Instructional scaffolding for comprehension, participation, and mastery is not evident.	School provides standards-based, rigorous, and intellectually engaging curriculum with incomplete instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	School provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.
C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.	Teaching and learning is teacher-centered and evidence of student engagement, inquiry, and critical thinking may not be evident. School holds low expectations for English learners in comparison to other student groups.	Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking, but with low expectations for English learners in comparison to other student groups.	Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with high expectations for English learners.	Teaching and learning frequently and effectively emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students.

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Principle 2: Intellectual Quality of Instruction and Meaningful Access

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
D. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services.	English learners are provided partial access to the curriculum with minimal or no provision of EL supports and services.	English learners are provided access to some curriculum with inconsistent or weak provision of EL supports and services.	English learners are provided meaningful access to core curriculum along with provision of EL supports and services. English learners have access to all A–G requirements.	English learners are provided meaningful access to the full curriculum across content areas along with provision of EL supports and services. English learners have access to all A–G requirements and the full college and career preparatory curriculum. English learners have equal access to gifted and talented programs and courses and are proportionately identified as gifted and talented as compared with English only students.
E. Students' **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.	Students' home language is viewed as irrelevant to or a detriment to accessing curriculum content and is neither addressed nor developed.	Students' home language is understood as a means to access curriculum content and as a foundation for developing English, but is not developed to high levels of literacy and proficiency along with English.	Students' home language is utilized as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	Students' home language is valued and embraced as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English and other languages.

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Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
F. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.	Instructional materials support low levels of intellectual engagement and do not provide opportunities for integrated language development and content learning. Instructional materials provide minimal or no opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and provide minimal opportunities for integrated language development and content learning. Instructional materials provide some opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement, integrated language development, and content learning. Instructional materials provide many opportunities for bilingual/biliterate engagement appropriate to the program model.
G. English learners are provided choices of **research-based language support/development programs** (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	Families of English learners are provided no choices of research-based language support/ development programs and are not enrolled in programs designed for language learning that provide access to the curriculum.	Families of English learners are provided choices of research-based language support/ development programs that are intended to support language learning and to provide access to the curriculum.	Families of English learners are provided choices of research-based language support/ development programs that successfully support language learning and provide access to the full curriculum.	All families of English learners are provided choices of research-based language support/ development programs that successfully support language learning and provide access to the full curriculum. Options are available in multiple languages. Families have a voice in program development.

Principle 3: System Conditions that Support Effectiveness

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
A. **Leaders** establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.	Leaders are in the early stages of establishing goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Evidence of a focus across the system on progress towards these goals and continuous improvement is not observed.	Leaders establish goals and commitments to EL access, growth toward English proficiency, academic achievement, and participation. Leaders are engaged in the beginning stages of a continuous improvement cycle to set and monitor goals.	Leaders establish clear goals and commitments to EL access, growth toward English proficiency, academic achievement, and civic engagement. Leaders engage in a continuous improvement cycle when setting and monitoring goals. Commitment to these goals is evident across the system.	Leaders establish clear goals and commitments to EL access, growth toward English proficiency, academic achievement, and civic engagement. Leaders engage in a continuous improvement cycle when setting and monitoring goals. These goals are integrated and embedded in all aspects of the system and the needs of English learners are represented in all actions and discussions.
B. The school system invests **adequate resources** to support the conditions required to address EL needs.	The school system does not have adequate resources to support the conditions required to address EL needs.	The school system invests few resources to support the conditions required to address EL needs.	The school system invests adequate resources to support the conditions required to address EL needs.	The school system prioritizes resources to support the conditions required to address EL needs.
C. A **system of culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	A system of valid and reliable assessment is representative of instruction and captures what students can do.	A system of culturally and linguistically valid and reliable assessment is representative of instruction and captures what students can do.	A system of culturally and linguistically valid and reliable assessment is representative of instruction and captures what students can do. The assessment system supports biliteracy and academic achievement.	A comprehensive system of culturally and linguistically valid and reliable assessment is representative of culturally relevant instruction and captures what students can do. The system takes student needs into account and supports biliteracy and academic achievement.

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Principle 3: System Conditions that Support Effectiveness

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
D. **Capacity building** occurs at all levels of the system, including **leadership development** to understand and address the needs of English learners. **Professional learning** and **collaboration time** are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a **recruitment and development pipeline** of educators skilled in addressing the needs of English learners, including bilingual teachers.	Capacity building to understand and address the needs of English learners is limited. Professional development, rather than ongoing, collaborative professional learning, may be provided.	Some opportunities for capacity building are provided. Professional learning is supportive and interactive but collaboration time may not be sufficient to implement strategies learned. Capacity building addresses the needs of English learners.	Opportunities for capacity building are provided on an ongoing basis. Professional learning is supportive and interactive. Collaboration time to implement strategies learned is provided. Capacity building is targeted to address the needs of English learners.	Opportunities for capacity building that represent the standards for professional learning are provided on an ongoing basis. Professional learning is supportive, meaningful, and interactive. Individuals at all levels of the system have a voice in developing professional learning opportunities and there is sufficient collaboration time to implement strategies learned. Capacity building is targeted to address the needs of English learners, including by addressing the teacher shortage and the need for highly trained bilingual teachers.

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Principle 4: Alignment and Articulation Within and Across Systems

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
A. EL educational approaches and programs are designed for continuity, **alignment, and articulation** across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.	Research-based EL approaches and programs are visible within the school, but alignment and articulation between schools may be absent.	Research-based EL approaches and programs are designed for continuity, alignment, and articulation within each system (preschool, elementary, middle, and high school); however, articulation and alignment may be absent across systems within a district (for example, articulation and alignment between elementary and middle schools within a single district may be absent).	Research-based EL approaches and programs are designed for continuity, alignment, and articulation within and across systems within the district (for example, alignment and articulation between elementary and middle school within a single district exists, but may be absent across systems outside the district).	Research-based EL approaches and programs are designed for continuity, alignment, and articulation from early childhood through higher education. Each level of the system engages in two-way articulation and alignment with the system that precedes and follows it in order to provide continuity for each student moving between systems.
B. Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.	Schools do not plan schedules and resources to provide time in school nor do they build partnerships with afterschool and other entities in order to provide additional support for English learners.	Schools attempt to plan schedules and resources to provide time in school and to build partnerships with afterschool and other entities in order to provide additional support for English learners.	Schools plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for English learners.	Schools implement schedules and resources to provide extra time in school and build continuous partnerships with afterschool and other entities to provide additional targeted support for English learners.

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Principle 4: Alignment and Articulation Within and Across Systems

Element	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
C. EL educational approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.	EL approaches and programs are not designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are in the beginning stages of aligning to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are partially designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are moving toward alignment with State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are aligned to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).	EL approaches and programs are meticulously designed to be coherent across schools within districts, across initiatives, and across the state. EL approaches and programs are aligned to State guidance (the EL Roadmap Policy, the ELA/ELD Framework, and the ELD Standards).

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III. **Evidence of Success**:

Describe the quantitative <u>and</u> qualitative evidence you use to demonstrate that the program/initiative has been successful and that there are ongoing continuous improvement efforts. Based on your response, you may upload supporting evidence to support your claims. (up to 10 attachments of 10GB or less)

Criteria	1 Minimal	2 Fair	3 Appropriate	4 Exemplary
Evidence	Materials demonstrate incomplete evidence of the program/initiative's success	Materials demonstrate partial evidence of the program/initiative's success	Materials demonstrate clear evidence of the program/initiative's success	Materials demonstrate strong evidence of the program/initiative's success