EDUCATOR WORKFORCE INVESTMENT GRANT
ENGLISH LEARNER ROADMAP

MULTILINGUAL CALIFORNIA
MULTILINGUAL CALIFORNIA GOALS

• **Build capacity among school leaders** to implement the EL Roadmap Policy including implementation of culturally and linguistically responsive practices.

• **Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and multilingual and multiliterate proficiency.

• **Identify and emphasize high-quality models for professional development** regarding the EL Roadmap Policy, including, but not necessarily limited to, providing coaching for principals, teacher leadership opportunities, and the implementation of other models informed by research and best practices to best meet the needs of school leaders.

• **Support the implementation, alignment, and articulation of the EL Roadmap Policy** across and within school district systems.

• **Create a multilingual collaborative statewide network of experts and agencies to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners. Furthermore, the network experts will support, implement, and sustain the impact of the English Learner Roadmap, aligned with CA-SS and Quality Professional Learning Standards.
What is this card deck?
This deck is your handy toolkit to practice Liberatory Design. It includes 3 sections:

1. Liberatory Design Process
We've adapted the design thinking process to include steps that we believe are essential to practice design for liberation.

2. Liberatory Design Mindsets
To practice Liberatory Design authentically, it is important to carry certain mindsets in all the work you do.

3. Liberatory Design “Do Now”s
These hacks are small actions you can take now to start practicing Liberatory Design.

*The card deck is the result of a collaboration between the Stanford d school’s KZLabs and The National Equity Project.
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Liberatory Design Mindsets--Our Framing

- Practice Self-Awareness
- Share, Don't Sell
- Bias Towards Experimentation
- Seek Liberatory Collaboration
- Recognize Oppression
- Conduce Opportunities to Transform Power
- Focus on Human Values
- Attend to Healing
- Build Relational Trust
- Embrace Complexity
- Work with Our Fear and Discomfort
- Exercise Your Creative Courage
WHO IS BEING SERVED:

STAGE 1: 12,500
STAGE 2-4: 1,200

Year 1: 30 LEAs
Year 2: 50 LEAs
Year 3: 60 LEAs

Launch, Superintendent Forum, Multilingual CA Campaign, Website, Resources, Social Media

Regional Summits
Liberatory Design Intro & Framing, Innovations
PD, Coaching, PLNs

Regional Summits, Liberatory Design Deeper Implementation, Innovations—aligned to LD PD, Coaching, PLNs

Replication
Liberatory Design Framing, Innovations
PD, Coaching, PLNs

Teachers, Administrators, Counselors, Parents/Families COEs, IHEs
INNOVATIONS

• Framing in Liberatory Design—Equity Centered
• CABE & COE led Innovations aligned to EL ROADMAP Principle 1 and 2’
• University Seal of Biliteracy—implement across CSU system, growth to other university systems
• Bilingual Credentialing Program Model to be shared statewide to grow stronger Bilingual Teacher Education Programs
• Professional Learning Networks
• Language Centers

<table>
<thead>
<tr>
<th>English Learner Roadmap Principle 1: Asset-Oriented and Needs Responsive Schools</th>
<th>English Learner Roadmap Principle 2: Quality Instruction and Meaningful Access</th>
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<tbody>
<tr>
<td>• Parent/Family Engagement (CABE, PIQE)</td>
<td>• Project GLAD® (OCDE)</td>
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<tr>
<td>• Dual Language Learners (DLL) Cradle to Career (FCSS)</td>
<td>• Dual Language Teacher Academy (CABE)</td>
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<tr>
<td>• Special Education Identification and Implementation in Multilingual Settings (SBCSS)</td>
<td>• WRITE (SDCOE)</td>
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<tr>
<td>• Language Development through Science (USD)</td>
<td>• Integrated/Designated ELD and Biliteracy Models (All)</td>
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</tbody>
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Each participating LEA will select Professional Learning Innovations from each column: Principal 1 and Principal 2. Innovation Networks provide LEA’s support and opportunities for collaboration.
RESPONSE TO COVID-19

Our work together... and across the state

- Honesty
- Creativity
- Gratitude
- Respect
- Courage
- Optimism
- Grace
- Innovation

- Adapt to hybrid learning models and needs
- Virtual Meetings
- Pacing
Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?

We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT.