# **How this Guide was Developed**



To build on past challenges and successes, and to infuse new policies, research, and standards into guidance to strengthen SEI programs, the Department reviewed the state of SEI programs in partnership with West Ed and a field-based Working Committee. The committee included a broad stakeholder group made up of superintendents, principals, ELD and content directors, language and content teachers, researchers, teacher preparation faculty, non-profit organizations, a family liaison, parents, and student panels.

A number of activities took place to inform the development of the guidance, including conducting the following:

a literature review

a needs assessment survey

interviews with directors and superintendents

focus groups with Principal Advisory Councils and Teacher Advisory Councils

focus groups with student panels

assembling a working group as field grounding to the project

Over the course of the 2017-2018 school year the Working Group met to discuss and share their insights and perspectives with the Department as critical stakeholders practicing and experiencing SEI programs. Working Group members shared a cross-section of data from their districts, schools, and classrooms based on both teacher interviews and other local quantitative data they considered important in informing the new SEI guidance broadly. In an effort to gather the broadest input and data, the state also conducted a statewide needs assessment of administrators and teachers, and held statewide focus groups with principals, other school leaders, and teachers to gather input on program quality and their successes and challenges in their SEI programs. To validate and inform guidance, the committee also conducted a literature review of the most current, effective and promising practices for EL programs, while analyzing both qualitative and quantitative state and district data points.

As a result, the Working Group worked to expand and contextualize guidance and resources focusing on multilingual learners to support districts at various stages in developing, improving, and sustaining strong SEI programs. The Working Group also noticed clear areas of dissonance in findings reported by educators, administrators, students, and parents regarding implementation of SEI programs. For example, noting the critical need for content and language teachers to collaborate to integrate language and content learning, teachers responding in the needs survey overwhelmingly reported that collaboration is not well supported or protected, while administrators overwhelmingly reported structures working in this regard. Thus, it appeared it was necessary to provide models of building capacity for more systematic collaborative structures. The charge of this guidance document was to strive to support the larger EL vision, and to provide specific, strategic, and user-friendly resources to strengthen programs and guide leadership teams in useful ways.