Inspiring Engagement & Igniting Learning: SEAL Teaching and Learning Outcomes in 12 School Districts

WEBINAR

November 2, 2020 | 1pm PST
Our founding SEAL board member, Dr. Ruby Takanishi, early education leader and research pioneer, passed away peacefully in August of 2020. Ruby played a critical role in SEAL’s pilot, replication, and growth into a nonprofit organization. During the preliminary years leading to SEAL’s development, Dr. Takanishi was one of the leading experts tapped by the Sobrato Family Foundation. It was Dr. Takanishi’s early education policy research that helped set the stage for the SEAL model. Her legacy within the field and the extended SEAL community inspires our collective responsibility to carry it forward.
Our Story

We are driven by a strong belief that schools should create opportunities for all children to grow and succeed.

*In California, that means prioritizing English Learners.*

- Pilot of SEAL model began in 2008 in San Jose and Redwood City
- Began expansion in 2013
- Became independent 501c3 in 2019
50,000 Students reached
1,600 Teachers trained

132 Preschool Classrooms
113 Elementary Schools
24 Preschool LEAs
24 School Districts
SEAL addresses English Learner at all levels to create long-term systemic changes
About this Evaluation:
Replication of the SEAL Model
About the Evaluation

- Conducted by Loyola Marymount University’s Center for Equity for English Learners (CEEL) in partnership with the Wexford Institute
- Data collected over four years, between 2015 and 2019
- Studied the feasibility of SEAL replication by examining both SEAL implementation and student outcomes
- Was both quantitative and qualitative
- Research Questions:
  - How has SEAL improved teaching practice?
  - What are the learning outcomes of students participating in SEAL?
  - To what extent was SEAL implemented across sites, according to school and district leaders?
Evaluation Participants

• Included 67 schools in 12 California districts
• Schools were spread across 3 cohorts
Evaluation Findings
SEAL Improved Teaching Practice

SEAL teachers significantly increased their use of research-based practices for teaching ELs.

Teachers were more collaborative, enthusiastic about teaching, and confident in their knowledge and skills following the implementation of SEAL.

Teachers reported being more effective at engaging families of ELs in their children’s learning and making home-to-school connections.
**SEAL Students Demonstrated Positive Outcomes**

Positive outcomes were in 4 areas:

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<th><strong>Student engagement</strong></th>
<th>Educators observed that students were more joyful, confident, and engaged following the implementation of SEAL.</th>
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<td><strong>English language development</strong></td>
<td>Most ELs started kindergarten with beginning or early intermediate levels of English fluency, and by the fourth grade most had well-developed English skills or had been reclassified.</td>
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<td><strong>Academic achievement</strong></td>
<td>By fourth grade, SEAL Ever ELs and RFEPs performed as well as or better than their peers statewide in both English language arts and math, despite the fact that SEAL schools have higher concentrations of socioeconomically disadvantaged students.</td>
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<td><strong>Biliteracy</strong></td>
<td>SEAL students in bilingual programs improved in their home language, Spanish, even as they continued to make progress comparable to statewide averages in other areas.</td>
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SEAL Can Be Replicated

When replicated across multiple districts and regions in California, SEAL works.

According to SEAL district and site leaders, they have made the most progress in addressing the following elements to support SEAL implementation and sustainability:

• SEAL is aligned with other district and school initiatives.
• Resources are allocated to sustain SEAL implementation.
• Intentional planning to implement and sustain SEAL happens at both the district and school level.
• SEAL coaches have dedicated time to support SEAL sustainability.
• New teachers are provided SEAL professional development.
Lesson Learned

- There is variability, implementation looks different in different contexts
- Sustainability requires ongoing commitments and work to integrate and build coherence
- Sustainability requires ongoing investments
  - Coaching
  - Time for collaboration
  - Data collection and analysis
  - Ongoing professional development
It can be done!!
Let’s Engage!

Q&A: Please submit questions you have for our panelists via the Q&A box. When you ask a question, please include your name, organization, and where you’re joining us from so we know who you are.

Let’s Chat: Let’s keep the chat box active! Feel free to share in the chat what you’re hearing and what is connecting for you.

Hashtags: Twitter: @SEAL_EdEqiuty. We invite you to share what you’re hearing via social media with the hashtags:
#EdEquity   #ELs   #MultilingualLearners   #DualLanguageLearners   #SupportDLLs

Exit Survey: At the end of today’s webinar, we will share a link in the chat box to an exit survey - please make sure to fill this out as it gives us valuable feedback.
Our counter-narrative to learning loss begins with reframing this period as a time of family- and community-based learning. Children learned something. We need to welcome this new “off topic” knowledge back into the classroom as an asset. If we don’t, we send a dangerous message to students that “real” learning only happens in school. That message robs diverse students of the chance to recognize their own agency as learners. In contrast, our counter-narrative embraces the notion of redesigning teaching and learning for liberatory education.
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Thank you for coming!

We want to hear from you! Please be sure to fill out the exit survey which is linked in the chat.

Have questions? Contact us.
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