



**The** *Power of Stories*  
**for Equity Focused School Transformation**

**SEAL**



**Anya Hurwitz**  
Executive Director,  
SEAL



**Lydia Acosta  
Stephens**  
Executive Director,  
Multicultural  
Multilingual  
Education Division,  
LAUSD



**Lillie Ruvalcaba**  
English Learner  
TOSA,  
Mt. View School  
District



**Jose Manzo**  
Superintendent,  
Oak Grove School  
District



# Ideological Clarity



“Teachers [and everyone within a school community] play a critical role in creating (or not creating) equitable bilingual classrooms. Therefore, the pedagogical practices of all teachers of ELs, including bilingual teachers, have to be grounded in an ideological clarity (Alfaro & Bartolomé, 2017) that is **assets-based, equity-oriented, and committed to social justice.**”

Martinez, Meadvin, Diaz, Skibbins, Hurwitz & Sapien.  
*Keeping an eye on equity in bilingual education.* NABE. (2022)

# Purpose of this session



Connect to **YOUR story**



**Be inspired** by the stories of others



Gain tools and strategies to **bring this work home**



**“Justice is  
what love looks  
like in public,  
just like  
tenderness is  
what love feels  
like in private,”**

*– Dr. Cornel West, Professor of  
Philosophy at Union Theological  
Seminary and Professor  
Emeritus at Princeton University*

**SEAL**



# Think Pair *Share*

Who do you do this work for?





**Lydia Acosta Stephens**  
**Executive Director,**  
**Multicultural Multilingual**  
**Education Division,**  
**LAUSD**



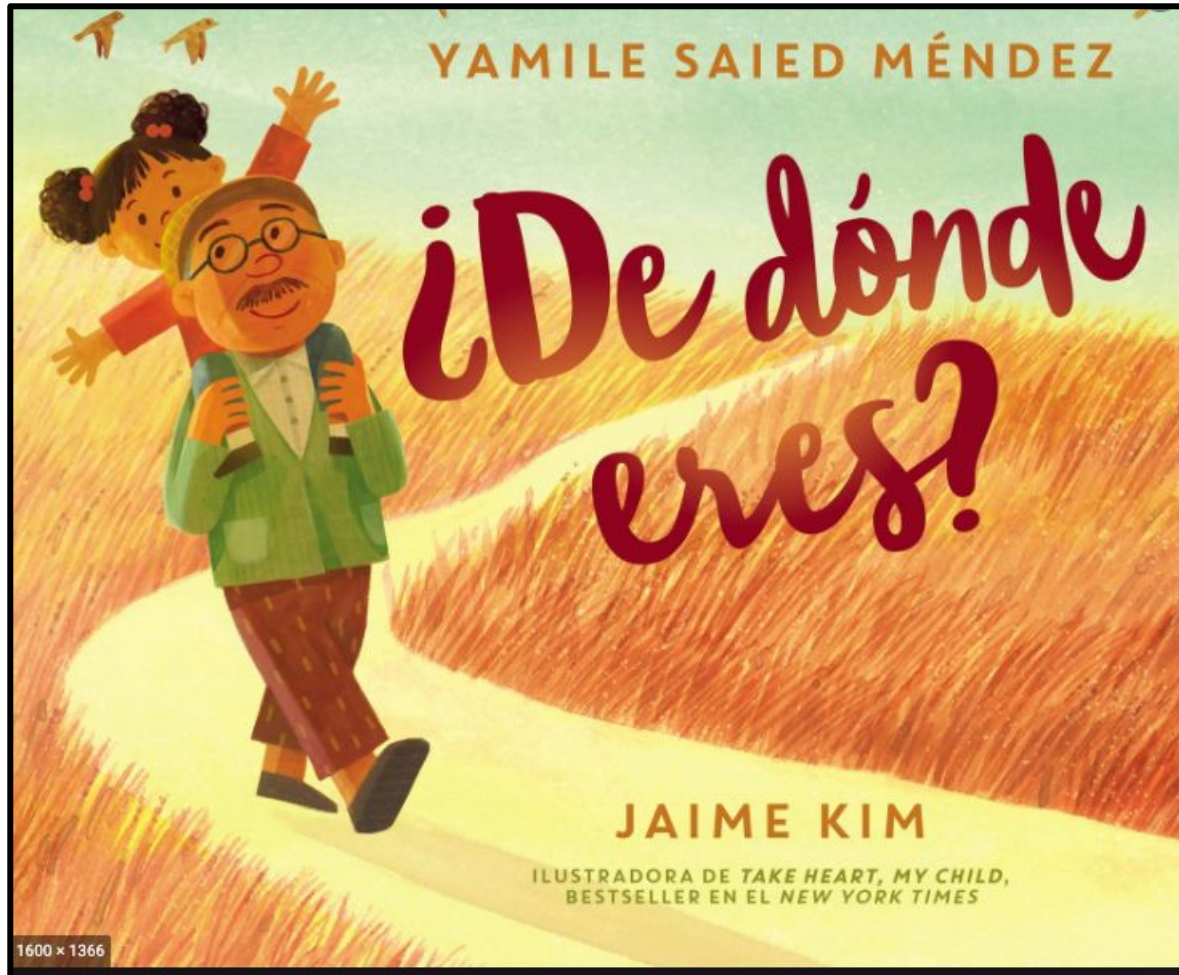


**Lillie Ruvalcaba, M.A. Ed.**  
**English Learner TOSA,**  
**Mt. View School District**





# Where Are You From?



*~ Abuelo se ríe. ¿Quieres un lugar? Señala a su corazón. Eres de aquí, de mi amor y del amor de todos los que existieron antes de nosotros. ~*

# Activity: Sharing your story...

I am from... (familiar places)	I am from... (familiar places)	I am from... (familiar places)	I am from... (familiar places)
I am from... (foods you enjoy with your family)	I am from... (foods you enjoy with your family)	I am from... (foods you enjoy with your family)	I am from... (foods you enjoy with your family)
I am from... (expressions you hear at home)	I am from... (expressions you hear at home)	I am from... (expressions you hear at home)	I am from... (expressions you hear at home)
I am from... (people you love)	I am from... (people you love)	I am from... (people you love)	I am from... (people you love)

## I AM FROM...

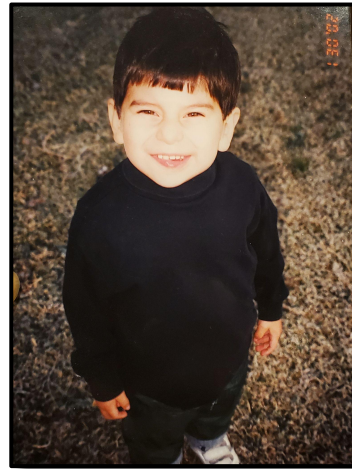
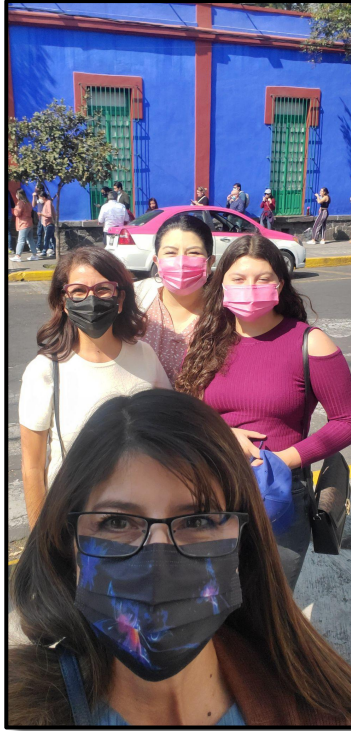
4 stanzas

- I am from (familiar places)
- I am from (foods you enjoy with your family)
- I am from (expressions you hear at home)
- I am from (people you love)

Other ideas...

games, trips, schools, family celebrations

# I am from ...



I am from Doreen Avenue in Temple City.  
I am from beautiful, green Live Oak Park.  
I am from summer vacations in Mexico City.  
I am from safe, warm nights in my mama's bed.

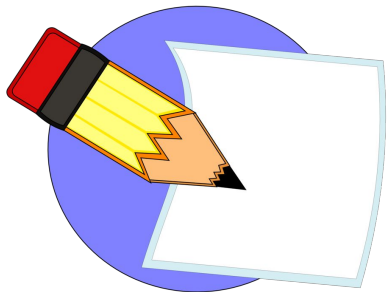
I am from crunchy tacos & refried beans.  
I am from bologna sandwiches & crispy green salads.  
I am from carne asada & Pop's secret salsa.  
I am from pozole & buñuelos at prima Clara's.

I am from -Dime con quién andas y te diré quien eres.-  
I am from -¡Lilian, ven aquí!-  
I am from -Qué Dios te bendiga.-  
I am from -I love you, mi'ja.-

I am from Sara Carmona Ruvalcaba-mujer poderosa  
I am from Herminio Ruvalcaba- hombre bien trabajador.  
I am from Herman, Kathy, Julio, Alicia- hermanos pacientes.  
I am from Daniel Allen Gutierrez- la luz de mi vida.

# Your Turn!

- Think about **a familiar place** where you are from.
- Think about **foods you enjoy** with your family.
- Think about **an expression you hear** at home.
- Think about the **people you love**.
- Complete **one column** on your handout



02:00

I am from...  
(familiar places)

I am from...  
(foods you enjoy with  
your family)

I am from...  
(expressions you hear  
at home)

I am from...  
(people you love)

Soy de...  
(lugares conocidos)

Soy de...  
(comidas favoritas)

Soy de...  
(expresiones que se oyen  
en casa)

Soy de...  
(gente que amo)





**Jose Manzo**  
Superintendent,  
Oak Grove School District



# SEAL's Approach

ROOTED AT THE INTERSECTION OF  
RESEARCH AND EDUCATION EQUITY



## PRACTICE

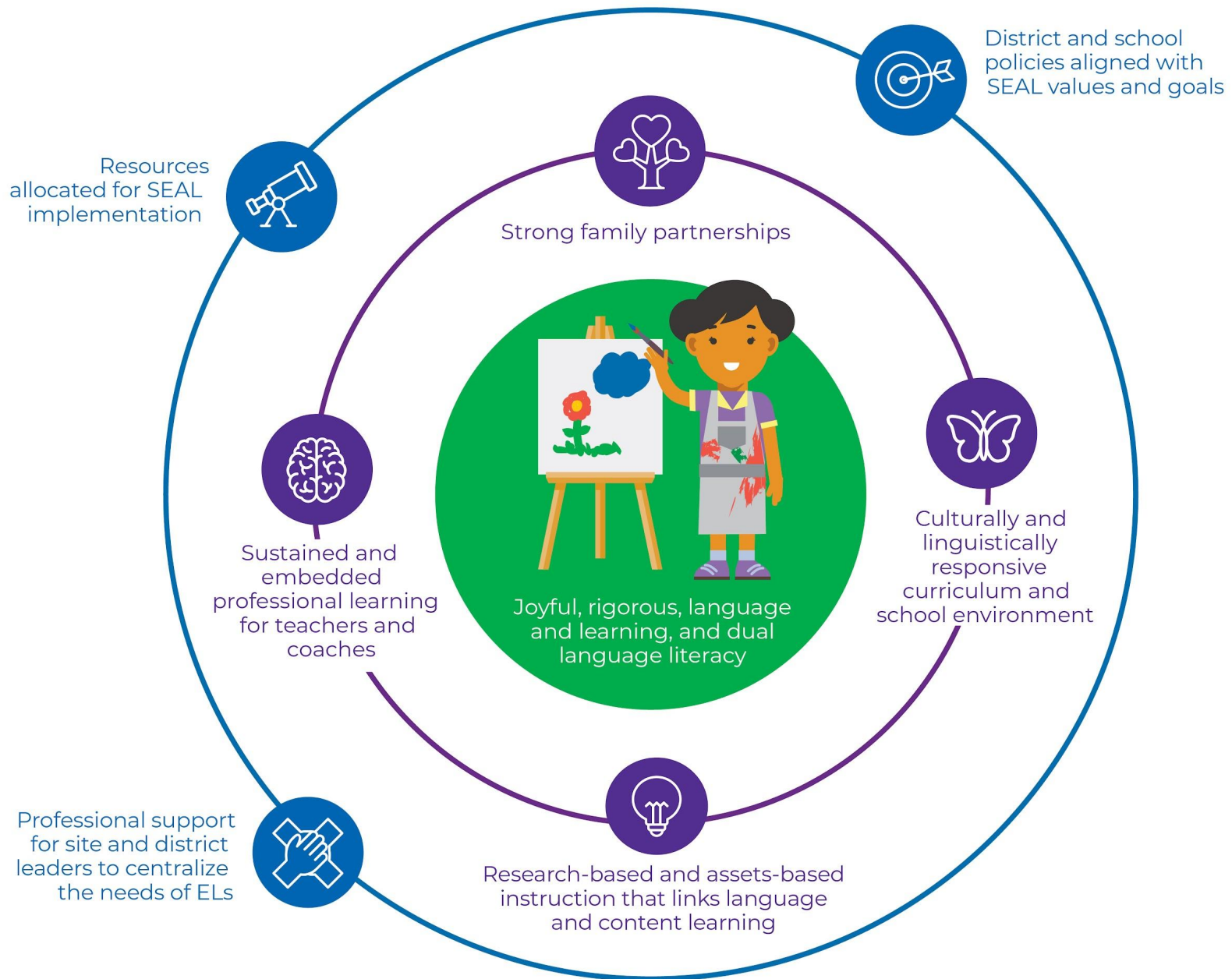
We partner with schools over multiple years to train teachers in research-based pedagogy, spark cross-school collaboration, and build internal coaching and leadership capacity to support English Learners.

## RESEARCH

We conduct research in classrooms, pilot new approaches, and publish insights to advance the field's understanding of what works for English Learners.

## POLICY & ADVOCACY

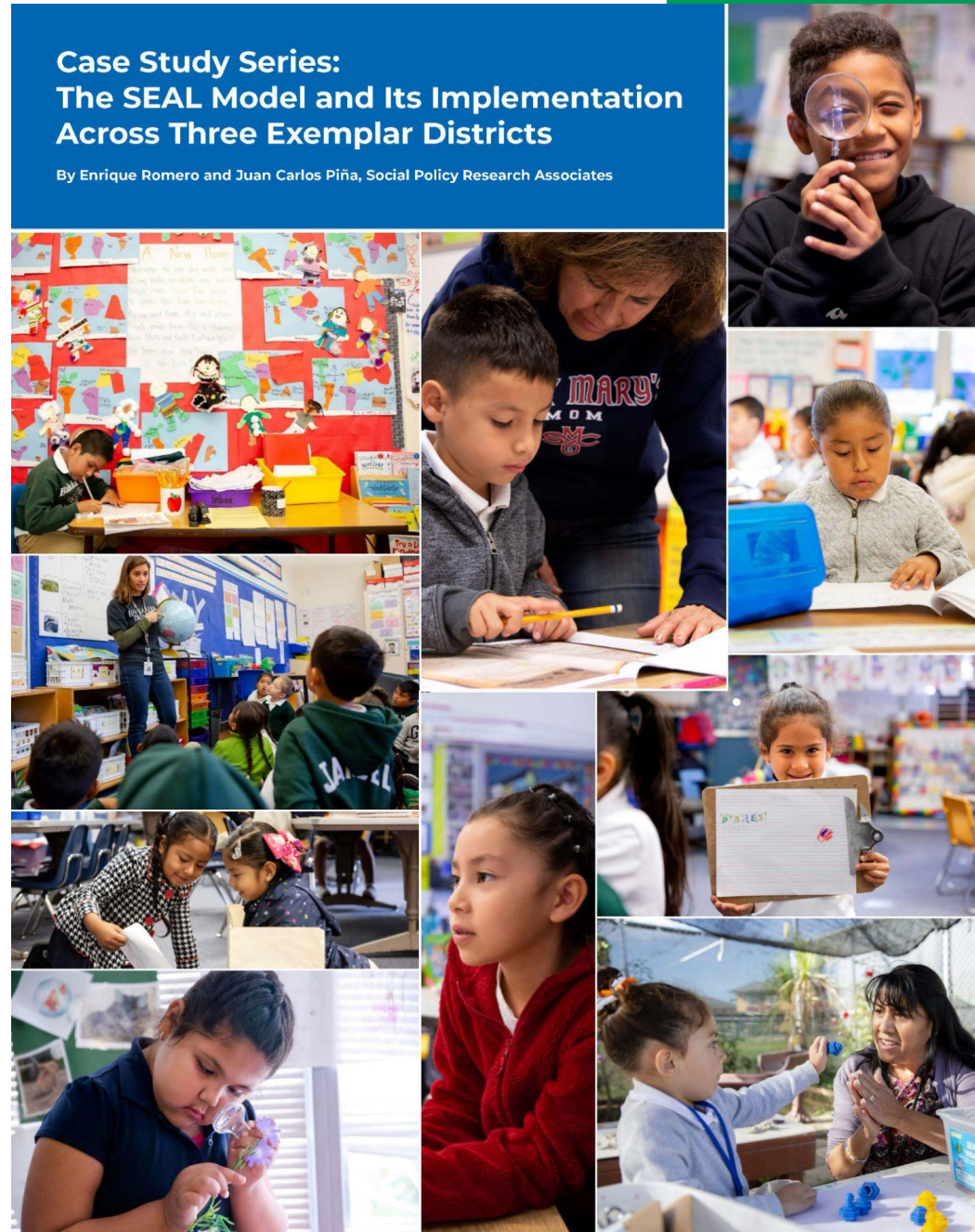
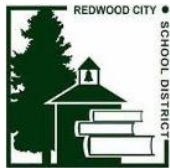
We engage district leaders, educators and other education stakeholders, using our research, practice, and analysis to connect them to opportunities to advocate for policies that centralize the needs of English Learners.







Authored by **Social Policy Research Associates**, illustrates how education systems change when an **assets-based and research-based approach** to learning for ELs/DLLs is applied.





## Redwood City School District

Began Seal Implementation in SY 2008-2009 (Pilot Site) and is currently implementing in 8 of 14 elementary schools.

### Strong example of

- Integration between PK and Kindergarten.
- Centralized approach to managing coaches and curriculum and development.

### Key Facilitators:

- District and school champions.
- Long-term commitment to bilingual education.
- District support for teacher professional development materials.
- Prioritization of SEAL with other change initiatives.
- Schools carried some costs, demonstrating a commitment to the model.
- Collaboration between teachers and coaches on the creation of materials.



## Oak Grove School District

Began Seal Implementation in SY 2013-2014 and is currently implementing in 12 of 14 elementary schools.

### Strong example of

- Taking time to get buy-in from teachers and school staff via joint planning
- Expansion of model into upper grades to strengthen alignment and SEAL sustainability across elementary schools.

### Key Facilitators:

- District and school champions.
- Full-time, on-site SEAL coach at Title I schools, with additional coaches during implementation.
- Additional professional development to increase teachers' confidence.
- Incorporation of model into existing bilingual program and leveraged bilingual teachers' expertise.



## Mountain View School District

Began Seal Implementation in SY 2015-2015 and is currently implementing in 8 of 10 elementary schools.

### Strong example of

- Productive collaboration with the teachers' union to launch and expand SEAL implementation.
- Navigation of teacher pushback.

### Key Facilitators:

- District and school champions.
- Trainings and site visits that provided valuable modeling.
- District-wide trainings and professional development that provided ongoing learning for teachers.
- Family partners who advocated for the model.
- Localized coaches at the district office.
- Trusted teachers selected as SEAL coaches.
- Leveraging of teachers' training from previous initiatives.



# Key Findings from Oak Grove Case Study

- Authentic Teacher Buy-In
- District AND School Champions
- Commitment to Bilingual Education
- Deep Family-School Partnership
- Cultural Relevance



# Think Pair *Share*

Underline a sentence or two  
that resonate with you.

Why?



**A Feeling I experienced**



**An idea I had...**



**An action I will take...**





# SEAL

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