The Power of Stories for Equity Focused School Transformation
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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
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 rie. ¿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...**

<table>
<thead>
<tr>
<th>I am from... (familiar places)</th>
<th>I am from... (familiar places)</th>
<th>I am from... (familiar places)</th>
<th>I am from... (familiar places)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am from... (foods you enjoy with your family)</td>
<td>I am from... (foods you enjoy with your family)</td>
<td>I am from... (foods you enjoy with your family)</td>
<td>I am from... (foods you enjoy with your family)</td>
</tr>
<tr>
<td>I am from... (expressions you hear at home)</td>
<td>I am from... (expressions you hear at home)</td>
<td>I am from... (expressions you hear at home)</td>
<td>I am from... (expressions you hear at home)</td>
</tr>
<tr>
<td>I am from... (people you love)</td>
<td>I am from... (people you love)</td>
<td>I am from... (people you love)</td>
<td>I am from... (people you love)</td>
</tr>
</tbody>
</table>

**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 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.
Jose Manzo
Superintendent,
Oak Grove School District
SEAL’s Approach

**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.

ROOTED AT THE INTERSECTION OF RESEARCH AND EDUCATION EQUITY
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...
Follow our stories and updates!
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