

**INFORMED
LEADERSHIP,
SHARED VISION,
AND COLLECTIVE
EFFICACY**

SHARED AND INFORMED LEADERSHIP; SEEDS FOR CAPACITY BUILDING

Shared and Informed Leadership

Effective leadership is a key part of the district's overall success. It is important that partnerships between stakeholders be formed in every district. Effective partnerships are created when district and school leadership set the tone and expectations for meaningful partnerships with families and support is provided through both policy and practice (Blank et al., 2006; Bryk et al., 2010; and Fege, 2006). Administrators could demonstrate this by:

- allocating and reallocating resources for family engagement efforts;
- ensuring that family engagement policies are updated;
- embedding family engagement efforts into the district/school improvement process;
- finding ways to integrate family engagement efforts into existing systems, policies and practices;
- modeling positive interactions with families; and
- ensuring that programming is in place to build the capacity of staff and families to effectively partner with each other for the improvement of student outcomes.

Capacity Building

A jointly developed vision and mission for English learners must be shared with all district stakeholders and drive policies and practices in order to be coordinated into the district continuous improvement process. District and school leadership must model positive interactions and understand the important role families play in the educational process, as well as support and promote the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family socio-cultural, linguistic, and educational needs. It is necessary to recognize the significance of native language and culture to support student learning and strive to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.

District and school personnel must strategically collect, analyze, and have access to necessary family engagement data to monitor, evaluate, and answer key questions that will drive improvements in family engagement efforts. School personnel and parents must be trained to increase their capacity to work together, especially given circumstances where parents may speak a language other than English and who may not be accustomed to the U.S culture and school system. It is imperative that administrators have the knowledge and sensitivity of the community they serve. School leaders must possess a cultural awareness in order for them to be able to understand the process of second language acquisition and what factors are necessary for the successful education of ELs. Administrators must have specialized staff to assist them in supporting the education of ELs and empower those staff members to make suggestions and decisions with regard to the education of ELs. Data must be utilized to determine professional development needs pertaining to family engagement and the development of strategies to build the capacity of district personnel and the capacity of families to meaningfully engage in activities that support student learning at school and at home, as well as for parents to understand and interpret rules, laws, and policies. Partnering with community organizations to enhance family engagement efforts is also a valuable asset.

SHARED VISION AND COLLECTIVE EFFICACY: CONSIDERATION OF ENGLISH LEARNERS', FAMILIES', AND DISTRICT GOALS

Once the English learners' individual and collective characteristics are matched to legal requirements, the goals of the district, families and students must also be considered before selecting the most appropriate instructional design. It is important to engage all stakeholders in this decision making process so that the services provided are representative of everyone's shared vision for student outcomes. Furthermore, including all voices during the design process would ensure a sense of collective efficacy. English learners are a critical group of the district, and together, everyone must work towards providing equitable and meaningful access to education to all students.

The table below lists some of the factors that districts may use as a starting point.

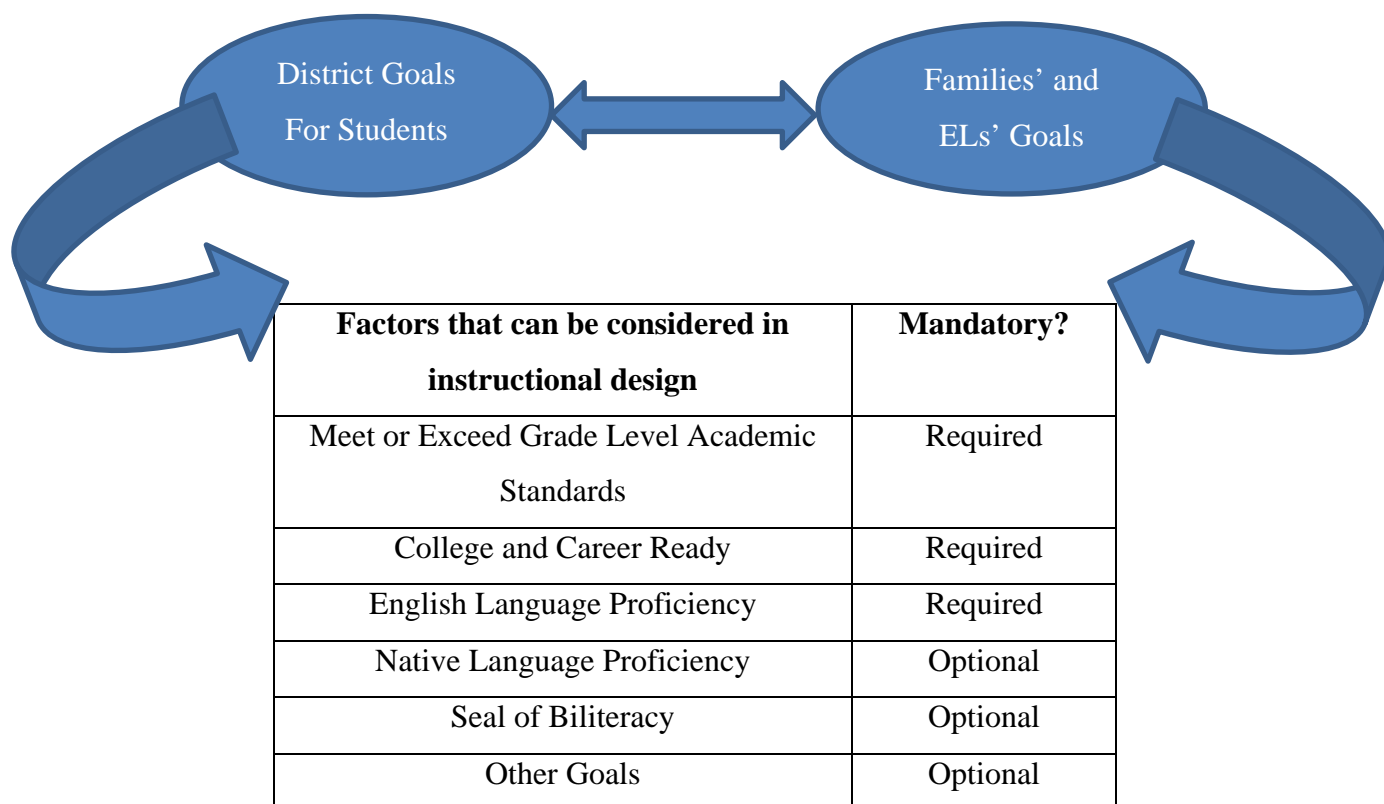


Table 4. A sample list of factors for districts to consider when selecting the most appropriate instruction design for the English learners.