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SEAL District Leader and Principal Spring 2018 Implementation and Sustainability Survey Results

Center for Equity for English Learners, Loyola Marymount University

Wexford Institute

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Leader Perspectives on System-Level Implementation: Study #3

SEAL District Leader and Principal Fall 2019

Implementation and Sustainability Survey Results



Introduction to the SEAL Model and the 4-Year Research and Evaluation Effort

The [Sobrato Early Academic Language Model \(SEAL\)](#) is a preschool through third grade model that powerfully develops students' language, literacy, and academic skills within the context of a whole-school initiative. This intensive approach to language and literacy education is woven into all aspects of the school day where English Learners and native English students learn together. The Model was first piloted in three schools in the Silicon Valley and an initial evaluation of the Model showed significant impact on student achievement, teacher practice, and parent literacy activities. As a result of these pilot findings, SEAL developed a Replication Model, a comprehensive whole-school reform that is implemented systematically and that includes teachers, coaches, principals, district leaders, and families.

Loyola Marymount University's [Center for Equity for English Learners](#) and the [Wexford Institute](#) conducted an external evaluation of the SEAL preschool through third grade Replication Model from fall 2015–fall 2019. This comprehensive research and evaluation study focused on (1) Leader Perspectives and Depth of Implementation, (2) Teacher Development, and (3) Student Outcomes. Twelve districts and 67 schools across California participated. This Research and Evaluation Final Report presents findings that will allow the SEAL team to institute its short- and long-term evaluation and research agenda based on the SEAL Logic Model and desired results for project management, decision-making, refinement, and expansion.

The SEAL Research and Evaluation Final Report is comprised of five sections presented in a series of briefs (see Figure 1) to maximize usability for multiple stakeholders. This brief is part of Section 2.

Figure 1

SEAL Research and Evaluation Final Report Overview



Section 2, Brief 3 – Research Focus

This research and evaluation brief presents findings from the *SEAL District Leader Implementation and Sustainability Survey* and the *SEAL Principal Implementation and Sustainability Survey* administered in June 2018. It is part of a large study of Systems-Level Impacts of the SEAL Model, which includes information from District Leaders, Principals, and Coach Facilitators. For this brief, a SEAL district leader is defined as the administrative lead of SEAL implementation in each participating district. The respondent

sample was taken across 9 SEAL districts and 23 SEAL schools. Part One provides an overview of the study methods and participants. Part Two presents findings for items that were rated highest and lowest by respondents. Part Three provides a summary of findings and related implications.

Systems-Level Impacts of the SEAL Model as Perceived by Principals and District Leaders Research and Evaluation Questions

In 2019, what were the perceptions of SEAL district leaders and principals regarding levels of implementation and sustainability of the SEAL Model, based on the revised SEAL DOI tool?

Part One: Study Methods and Participants

Purpose

The purpose of this study, conducted in 2019 as a follow-up to the *SEAL District Leader and Principal Spring 2018 Implementation Survey Results* study¹, was to assess implementation and efforts toward sustainability of SEAL in districts that began implementation of the SEAL Model in 2013-14 through 2015-16. Data were collected from SEAL district leaders and SEAL principals, to better understand

- respondents' background and experience as educators and leaders,
- the perspectives of district leaders as to the level of implementation SEAL and needs for supporting sustainability of SEAL at the district level, and
- the perspectives of principals as to the levels of implementation of SEAL and needs for supporting SEAL at the district level and at the SEAL schools for which they are principal.

Methods

In consultation with the SEAL Leadership Team and the Loyola Marymount University's Center for Equity for English Learners, the Wexford Institute developed the SEAL District Leader Implementation and Sustainability Survey (see Section 2 – Appendix J) and the Principal Implementation and Sustainability Survey (see Section 2 – Appendix L). The survey items were developed so that the two surveys aligned with each other and with the SEAL Depth of Implementation Tool (DOI). The DOI Tool is organized around six areas listed below, each with Indicators that describe the SEAL Model:

1. Leadership
2. Professional Learning
3. Curriculum
4. Instruction
5. Environment
6. Family Partnerships

Both surveys included 37 common items focused on district lead and principal respondents' perspectives of implementation and sustainability of SEAL at the district level (See Section 2 – Appendix J and L). The principal survey included an additional 22 items (see Section 2 – Appendix L) on their perspectives of implementation and

¹ SEAL Research & Evaluation Brief 2 - Study #2, *SEAL District Leader and Principal Spring 2018 Implementation Survey Results*

sustainability of SEAL at each of their schools. District leaders and principals rated survey items utilizing a Likert-type scale (1 = *strongly disagree* to 4 = *strongly agree*). Both surveys were conducted anonymously online. Item responses for both surveys were summarized (see Section 2 – Appendices K and M) by

- percentage of responses by response category for each item in each survey, and
- mean response score where appropriate for items in each survey.

Limitations of the Data Analysis

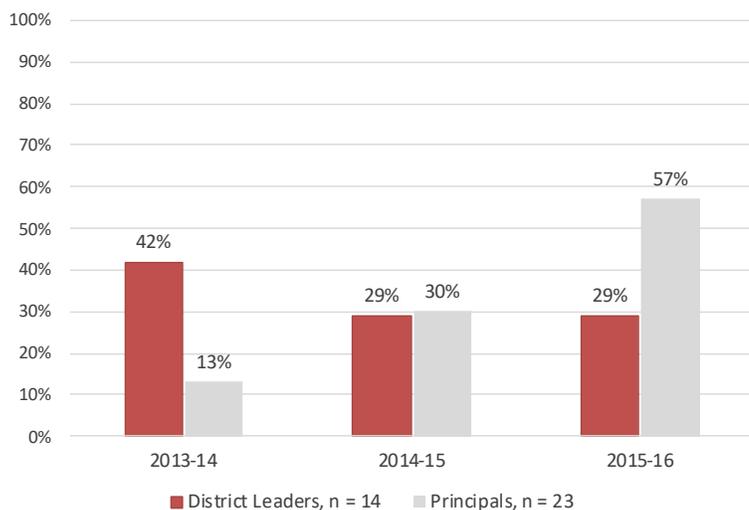
The return rate for the principals was only 37%, and more heavily representing schools that began SEAL implementation in 2015-16 (57%). The largest percentage of district leader respondents (42%) came from districts that began implementing SEAL in 2013-14. Therefore, the two data sets are not representative of the same group of districts and schools.

Participants

SEAL survey participants were current district leaders and principals whose districts and schools were part of the SEAL Model Replication beginning in 2013-14 through 2015-16. Figure 2 shows that a total of 71% of district leaders and 42% of principals represented districts that joined SEAL in 2013-14 or 2014-15, while 57% of principals represent schools that began in SEAL in 2015-16.

Figure 2

Year in which District or School Started Participating in SEAL



A total of 14 district leaders responded to the survey, representing 9 of the 12 districts, yielding a 75% completion rate. A total of 23 (of 63) principal responses were collected on the principals' survey, yielding a 37% completion rate. Most district leaders (71%) have worked with SEAL as a district leader for 3 or more years. Of the district leaders responding, one had one year of experience as a district administrator, 50% had between two and five years experience, 29% had between six and ten years experience, and 14% had more than ten years of experience. Of the 23 principals who responded, 96% have been SEAL principals for 3 or more years, and 61% had 6 or more years of experience as a principal (see Figures 3 and 4).

Figure 3
Years of Leader Experience

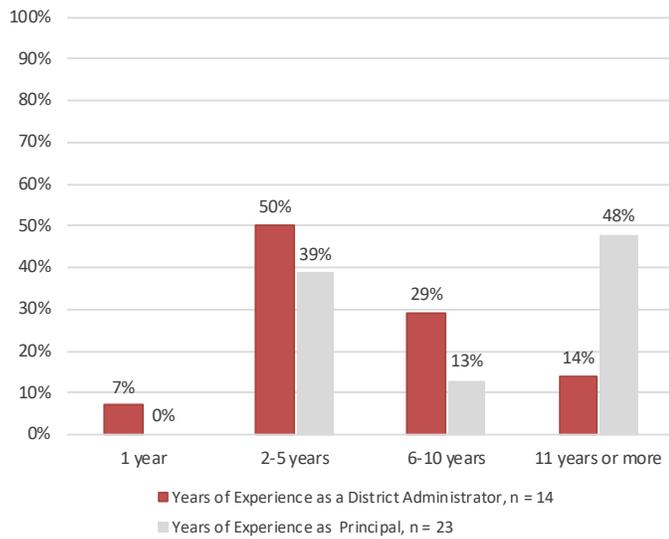
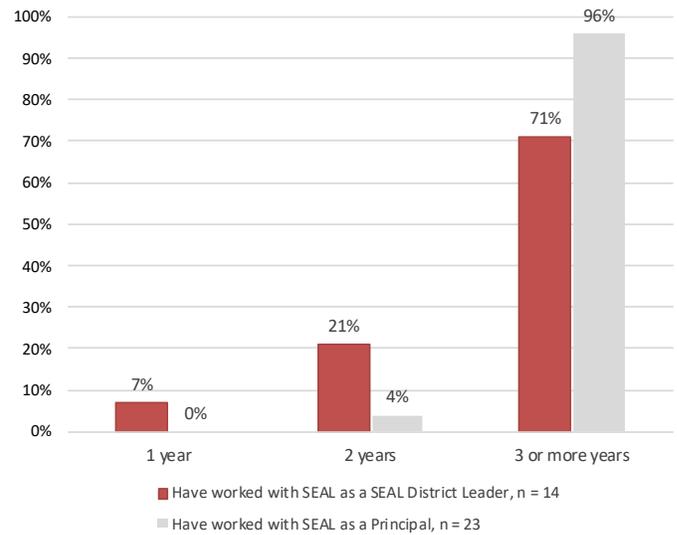


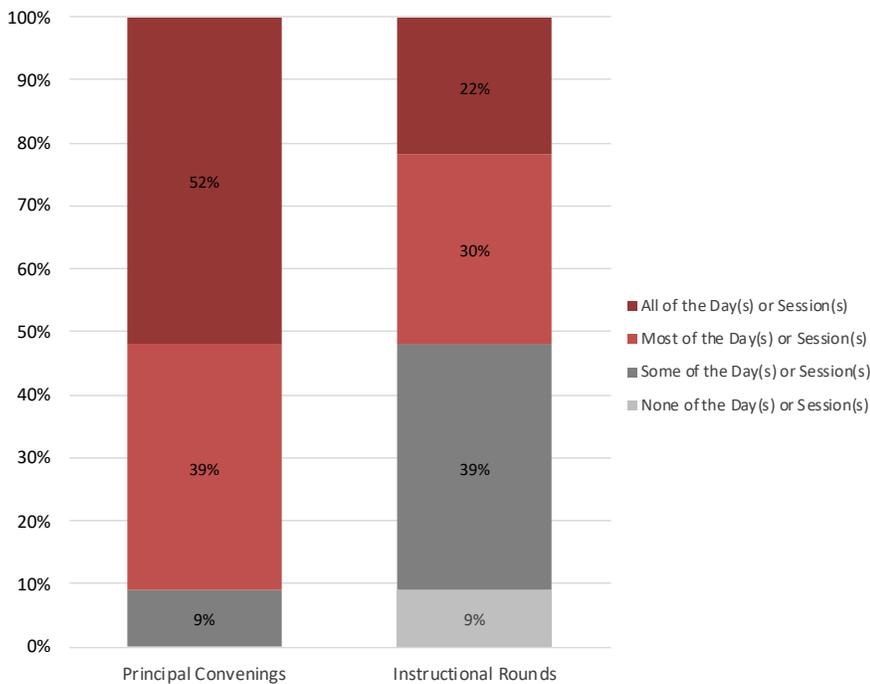
Figure 4
Number of Years Worked with SEAL



Participation in SEAL Activities

Figure 5 summarizes principal participation in SEAL activities. 91% reported attending *most or all* of the *principal convenings* sessions and 52% indicated attending *most or all* of the *instructional rounds* sessions.

Figure 5
Frequency of Principal Participation in SEAL Activities



Part Two: Findings

Similar Perspectives of SEAL Implementation and Sustainability at the District Level

Eight items were identified that were highest-rated and five items that were lowest-rated by district leaders and principals, using a 4-point rating scale (1 = *strongly disagree* to 4 = *strongly agree*). Highest- and lowest-rated items were grouped according to the DOI Indicators indicated on Figure 6 below.

Figure 6

DOI Indicators Around which Highest- and Lowest-Rated Items Were Grouped

| AREA 1 – LEADERSHIP | |
|--|--|
| <i>SEAL leadership at district and site levels ensures support, resources and alignment of the Model for depth of implementation and sustainability</i> | |
| AREA 1A – LEADERSHIP: District-Level Systems | |
| Indicator 1.1: <i>District policies and decisions take into consideration SEAL values, goals, and principles across schools.</i> | |
| Indicator 1.2: <i>Articulation, continuity and coherence exists between SEAL and other initiatives, programs/key services, and resources across all sites, including preschool through grade 3 and articulation to grades 4 and 5.</i> | |
| Indicator 1.3: <i>Shared ownership exists between district office staff, principal and coach/facilitator to work effectively together to support and lead SEAL implementation.</i> | |
| AREA 2 – PROFESSIONAL LEARNING | |
| <i>Educators are engaged in collaborative professional learning focused on designing and continuous improvement of curriculum and instruction for English Learner success.</i> | |
| Indicator 2.1: <i>The learning culture is committed to professional development and collaborative curriculum design and planning focused on EL research-based practices.</i> | |

Of the eight highest-rated items, shown on Table 1, five were related to Indicator 1.1, one related to Indicator 1.2, one related to Indicator 1.3 and one related to Indicator 2.1. Ratings are highlighted in blue if the items were rated equally by both respondent groups and highlighted in red to show which group rated the item higher. District leader mean ratings for these items ranged from 3.4 to 3.6, and Principal mean ratings ranged from 3.1 to 3.3.

Table 1

Similar Perspectives: Highest-Rated Items by Both Respondent Groups, by DOI Indicator

| Items with Highest Mean Ratings | Mean Ratings | |
|--|----------------------------|----------------------|
| | District Leaders N = 14 | Principals N = 23 |
| <i>DOI Indicator 1.1 District Decisions</i> | | |
| Resources are allocated for continuation of SEAL practices, as action items and expenditures in the LCAP | 3.6 | 3.1 |
| Resources are allocated in the LCAP for ongoing EL needs using valid measures of EL | 3.5 | 3.1 |
| District policies and decisions reflect SEAL values, and/or goals | 3.4 | 3.1 |
| Intentional district planning is conducted to sustain SEAL | 3.4 | 3.3 |
| There is district guidance and support for the value of bilingualism and cultural diversity | 3.3 | 3.1 |
| <i>DOI Indicator 1.2 Articulation & Coherence</i> | | |
| SEAL is aligned with other district initiatives | 3.4 | 3.1 |
| <i>DOI Indicator 1.3 Systemic Shared Ownership</i> | | |
| SEAL Principals and District Leaders agree that they and Coach Facilitators work together and with other District Staff to lead and support SEAL implementation and sustainability | 3.3 | 3.3 |
| <i>DOI Indicator 2.1 Professional Learning Culture</i> | | |
| Teachers new to SEAL are provided with professional development related to the SEAL Model, its implementation, and sustainability | 3.4 | 3.2 |

Note. Light blue shading = mean ratings for both groups are the same; light red shading = group with higher rating
Survey item rating scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

Of the five lowest-rated items, three were related to DOI Indicator 1.1 and two related to DOI Indicator 1.2. District leader means for these items ranged from 2.7 to 2.9 (see Table 2). Principal means ranged from 2.4 to 2.7.

Table 2

Similar Perspectives: Lowest-Rated Items by Both Respondent Groups, by DOI Indicator

| Items with Lowest Mean Ratings | Mean Rating | |
|---|----------------------------|----------------------|
| | District Leaders N = 14 | Principals N = 23 |
| <i>DOI 1.1 District Decisions</i> | | |
| Knowledge of valid and reliable practices and measures guide EL progress monitoring and analysis of data. | 2.7 | 2.7 |
| The Depth of Implementation tool is used to gather data about SEAL implementation and inform continuous improvement and sustainability | 2.7 | 2.4 |
| Knowledge of valid and reliable practices and measures for ELs guide selection of assessments | 2.6 | 2.5 |
| <i>DOI 1.2 Articulation and Coherence</i> | | |
| There is coherence and coordination between SEAL and other initiatives, key services, and resources across TK through grade 3 classrooms. | 2.9 | 2.7 |
| There is coherence and coordination between SEAL and other initiatives, key services, and resources across preschool through kinder. | 2.9 | 2.6 |

Note. Light blue shading = mean ratings for both groups are the same; light red shading = group with higher rating
Survey item rating scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

Additional analysis was conducted to determine if there were substantial differences between the district leaders' and principals' responses to each item. When comparing the means for the two groups for each item, no items were found for which the difference in the means was more than 0.5 on the 4-point Likert scale of responses. The slight differences in the means in most cases were due to a larger percentage of district leaders' than principals' who responded *strongly agree*.

Overall Perceptions about the Level of SEAL Implementation

District Leaders and principals were asked to rate the overall level of SEAL implementation in their district and principals were also asked to rate the level of implementation in their school, using these categories (defined in Figure 7): *minimal implementation, partial implementation, consistent implementation, or sustainability*.

Figure 7

Survey Response Categories: Levels of SEAL Implementation

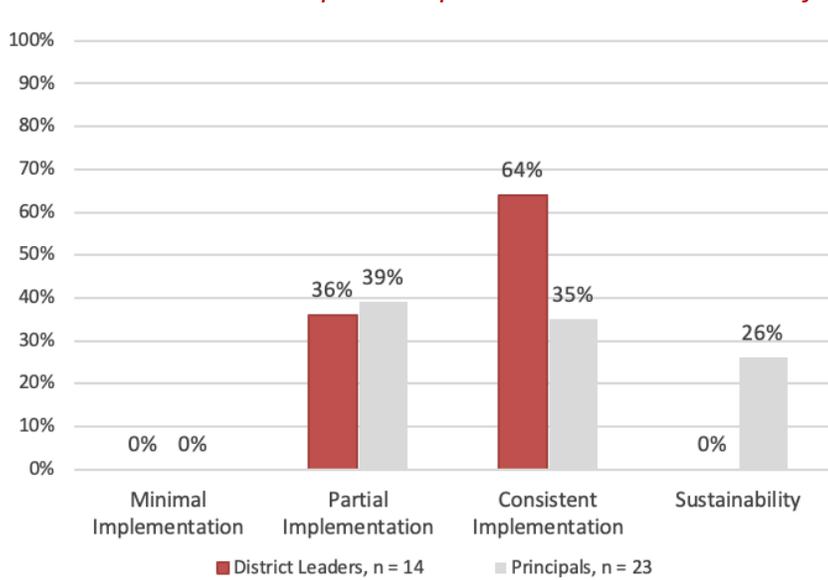
| | |
|----------------------------------|---|
| Minimal Implementation | Exploration of elements of the SEAL Model occurs, resulting in some degree of awareness across stakeholder groups. Minimal information about the SEAL Model is provided. A minimal plan for change to occur at multiple levels is evident (e.g. practice level, administrative level, systems-level, family partnerships). Initial identification of resources occurs (human, fiscal) to prepare for SEAL implementation. |
| Partial Implementation | Elements of the SEAL Model are communicated to some stakeholders and there is an initial level of awareness. Information about the SEAL model implementation is accessible. Initial change and implementation of the SEAL Model is evident at some levels (e.g., practice level, administrative level, systems-level, family partnerships). Some resources (human, fiscal) are identified and available for SEAL implementation. |
| Consistent Implementation | All stakeholders can explain the SEAL Model, its research base, and its implementation strategy. New learning around all elements of the SEAL Model is mostly integrated into practitioner, organizational, and community practices, policies, and procedures. Resources (human, fiscal) are mostly prioritized and consistently available for SEAL implementation. |
| Sustainability | All stakeholders can explain and advocate for the SEAL Model, its research base, and its implementation strategy. The SEAL Model is maintained over time with sufficient fidelity to the SEAL Model. Leadership and stakeholders plan for and address staff turnover to ensure sustainability. Policies support the sustainability of the SEAL Model, including governance and resources (human, fiscal). The SEAL Model is adaptable to the shifting ecology of the district and school, while maintaining fidelity to the SEAL Model. |

SEAL Implementation at the District Level

Figure 8 presents the summary of responses of SEAL district leaders and principals regarding their perspectives of the level of SEAL implementation in their school districts. Overall, Principals rated the district implementation higher than the district leaders, with 26% of principals rating their districts at the *sustainability* level, compared to 0% of district leaders rating their districts at the *sustainability* level.

Figure 8

District Leader and Principal Perceptions Related to the Level of SEAL Implementation at their District

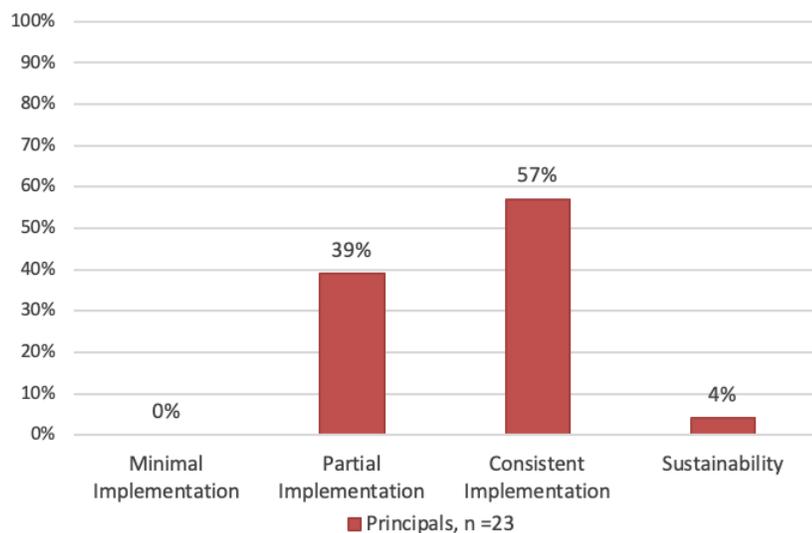


SEAL Implementation at the School Level

Principals were asked to rate the overall level of SEAL implementation in their schools, using response categories of *minimal implementation*, *partial implementation*, *consistent implementation*, or *sustainability*. Figure 9 presents the principals' responses. A majority (57%) of principals indicated that their schools were at the *consistent implementation* level.

Figure 9

Principal Perceptions related to the Level of SEAL Implementation at their School (n = 23)



To better understand the impact of SEAL at the districts and schools, principals and district leaders were both asked to respond to survey items about the impact of SEAL that they had observed. Tables 3 and 4 present the impact items with district leaders' and principals' means. Ratings for both respondent groups are similar (shading in blue on Tables 3 and 4), with the greatest difference being that district leaders indicated a higher rating of strengthening parent engagement ($M = 3.4$), than did principals ($M = 3.0$).

Table 3

District Leader and Principal Perspectives of SEAL Impact on Students

| Survey Items | Mean Rating | |
|--|-----------------------------------|-----------------------------|
| | District Leaders <i>N</i> = 14 | Principals <i>N</i> = 23 |
| Greater student access and engagement with academic content | 3.1 | 3.2 |
| More joyful, confident, and engaged students | 3.1 | 3.2 |
| Greater English language proficiency among ELs | 3.1 | 3.1 |
| Greater teacher engagement and satisfaction | 3.0 | 3.1 |
| Greater rigor, complexity, and amount of language production among students. | 3.0 | 3.0 |
| Greater academic achievement of ELs | 2.9 | 3.0 |
| Greater impact on students in other areas (affective, attendance, etc.) | 2.9 | 2.7 |
| Greater Spanish language proficiency | 2.2 | 2.4 |

Note. Light blue shading = mean ratings for both groups are the same; light red shading = group with higher rating
Survey item rating scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

Table 4***District Leader and Principal Perspectives of SEAL's Systemic Impact***

| Survey Items | Mean Rating | |
|--|----------------------------|----------------------|
| | District Leaders N = 14 | Principals N = 23 |
| Strengthened family engagement | 3.4 | 3.0 |
| Greater teacher collaboration | 3.3 | 3.2 |
| Improvements in teaching for English Learners | 3.0 | 3.2 |
| Greater consistency and alignment across SEAL classrooms | 2.9 | 3.2 |
| High levels of implementation of the SEAL Model | 2.9 | 2.9 |
| Increased collaboration and intentional planning between district and site leaders, based on the SEAL design | 2.8 | 3.0 |

Note. Light blue shading = mean ratings for both groups are the same; light red shading = group with higher rating
 Survey item rating scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*

District Leaders' and Principals' Current and Planned Efforts for SEAL Sustainability

District leaders identified these as focal areas in their effort to sustain SEAL: district-wide planning; school-wide consistency; program development; and, principal and teacher professional development and support. Some comments from district leaders related to sustainability are shown below. Principals indicated they are taking steps in these areas to sustain SEAL: putting SEAL central in school structures and site plans; implementing SEAL to a higher level and consistently across classrooms; centralizing SEAL resources at schools; refinement of units; teacher professional development; and, "SEAL refresh" for teachers and principals, including new principals. Principals' comments related to sustainability are shown below.

District Leader and Principal Comments Related to SEAL Sustainability

"Bringing together district and site administrators to create a working group to set goals and next steps for sustainability and continued PD needs"

"From the District perspective, there is inconsistency in implementation levels by the site as well as principal support for sustainability. This has to do with the school site administrator's familiarity and knowledge of the SEAL framework. We are planning Principal sessions for sustainability support. SEAL coaches are meeting with principals to provide coaching and/or PD for teachers, Tk-3. For new principals, SEAL Coach Facilitator will provide an in-person PD."

"There is a focus on scaling SEAL TK-6 at all participating sites. We are looking to build upon our SEAL program to fully develop a bilingual model program."

"One of the issues we still struggle with is the fact that there are a few teachers that do not implement as fully as we would like. We've had a lot of table discussion about that today"

"We need to support teachers in NGSS/STEAM/PBL implementation; and make the alignment with their strategies in place, clear and explicit."

Principal Comments Related to SEAL Sustainability at Their School Sites

"I feel our school has deeply implemented SEAL, but we still need to expand to 4/5."

"In order to maintain SEAL in our campus we have created a resource room that has as its main focus SEAL as the driving force. It was and is being constructed through the support of administration and a SEAL coach."

"Promote instructional scaffolding that supports comprehension, engagement, participation, and inclusion. Commit to meeting weekly with my ELTP to discuss and implement use of the Roadmap."

"School instructional rounds for teachers to observe each other."

District Leaders' and Principal's Perspectives on SEAL Sustainability

District leaders identified what they need from SEAL leadership to sustain SEAL: professional development; support for coach-principal collaboration; further definition and description of teacher practices; resources; and, assessment support. District leaders' and principals' comments about their sustainability perspectives are shown below.

Principals identified what they need from SEAL leadership to sustain SEAL at their school sites: professional development; refreshers for administrators and teachers who have been involved with SEAL for a number of years; and, support of new teachers, coaches, and administrators. They also need support in expanding SEAL into grades 4, 5, and 6. Principals are hopeful that the resources available on TORSH will continue and be expanded. Principals' comments about their needs to sustain SEAL are provided below.

District Leader Comments on Needs from SEAL to Support Sustainability

"Ongoing support for coaches and admin."

"A crash course on SEAL as a district administrator so I can effectively support my principal's."

"Perhaps, consulting time to support our coaches in creating explicit alignment between NGSS pedagogy and SEAL instructional practices."

"Concrete observable teacher practices defined and outlined for walkthroughs."

"Coordinated and vetted resources to support scaling. I appreciate the collection of resources on TORSH."

"Assessment topics are of interest as I believe the assessment practices do not align to SEAL Philosophy"

Principal Comments on Needs from SEAL to Support Sustainability

"Alignment of SEAL units with grade level ELA standards. Is there a tool that connects the dots for teachers so that we move from the SEAL block to SEAL classroom, specifically balanced literacy components. "

"Continued information and how to support teachers that are just beginning the journey and seem overwhelmed by all of the strategies and information pertaining to English learners."

"I would need further assistance on identifying most effective writing strategies within the SEAL modules and sample videos to show to our teachers."

"Support with enhancing SEAL with STEM."

"We will soon be adopting a new ELA curriculum and my coach and I wondering how we will incorporate it into our SEAL units."

Necessary Conditions to Sustain SEAL

District leaders identified these conditions necessary to sustain SEAL:

- leadership and support from superintendent level and other district administrators
- further development of a systemic SEAL infrastructure, including policies, district and site plans that integrate SEAL programmatically and for budgets to sustain the Model
- collaboration within and across role groups
- site specific site professional development
- additional funding to sustain coaching and release time

Part 3: Summary of Findings and Implications

Findings: Similar Perspectives of District Leaders and Principals on SEAL Implementation and Sustainability

The overall mean for the district leaders was 3.1 and the principals was 3.0. Five items related to SEAL implementation and sustainability were identified as highest-ranked items by both district leaders and principals, and five were identified as lowest-ranked items by both groups.

Highest-rated items are related to DOI Indicators 1.1, 1.2, 1.3, and 2.1. District leader means for the items ranged from 3.4 to 3.6. Principal means for the items ranged from 3.1 to 3.3:

- resources are allocated for continuation of SEAL practices, as action items and expenditures in the LCAP
- resources are allocated in the LCAP for ongoing EL needs using valid measures of EL
- district policies and decisions reflect SEAL values, and/or goals
- SEAL is aligned with other district initiatives
- intentional district planning is conducted to sustain SEAL
- there is district guidance and support for the value of bilingualism and cultural diversity
- SEAL principals and coach facilitators work with other district staff to lead and support SEAL implementation and sustainability
- teachers new to SEAL are provided with professional development related to the SEAL Model, its implementation, and sustainability

Lowest-rated items are related to DOI Indicators 1.1 and 1.2. District leader means for these items ranged from 2.7 to 2.9. Principal means for the items ranged from 2.4 to 2.7:

- knowledge of valid and reliable practices and measures guide English Learners (EL) progress monitoring and analysis of data
- the DOI tool is used to gather data about SEAL implementation and inform continuous improvement and sustainability
- knowledge of valid and reliable practices and measures for ELs guide selection of assessments
- there is coherence and coordination between SEAL and other initiatives, key services, and resources across TK through grade 3 classrooms
- there is coherence and coordination between SEAL and other initiatives, key services, and resources across preschool through kindergarten

Findings: District and School Levels of SEAL Implementation

SEAL district leaders and principals rated SEAL implementation in their districts at these levels: *minimal implementation*, *partial implementation*, *consistent implementation*, and *sustainability*. Principals rated the district implementation higher than district leaders. Sixty-four percent of district leaders indicated their districts were implementing SEAL at the *consistent implementation* level and none at the *sustainability* level, while 35% of principals indicated *consistent implementation* and 26% indicated *sustainability* level. Principals also rated their own school's level of SEAL implementation. A majority of principals (57%) indicated that their schools were at the *consistent implementation* level, while 39% were at the *partial implementation* level and 4% were at the *sustainability* level.

Findings: Similar Perspectives of District Leaders and Principals on SEAL Impact

Both groups rated these items about student impact with a mean of 2.9 or above on a 4.0 (Strongly Agree) scale.

- greater student access and engagement with academic content
- more joyful, confident, and engaged students
- greater English language proficiency among ELs
- greater teacher engagement and satisfaction
- greater rigor, complexity, and amount of language production among students
- greater academic achievement of ELs

District leaders and principals rated these items about teacher and district impact with a mean of 2.9 or above:

- strengthened family engagement
- greater teacher collaboration
- improvements in teaching for ELs
- greater consistency and alignment across SEAL classrooms
- high levels of implementation of the SEAL Model

Implications

Respondents identified areas of need to move districts and schools to the *sustainability* level: creating more coherence with SEAL and other initiatives across grade levels, including into grades 4-6 in some schools; and, providing time for planning to support districts and schools in renewing systemic support. It seems that sustainability is being addressed in the LCAP, but that continued support from SEAL is needed for implementation and sustainability at the school and classroom levels.

The surveys were conducted before SEAL schools moved to distance and hybrid learning options, in response to COVID 19. Professional development and collaboration among educators is even more critical now, to ensure teachers have built capacity to continue their in-classroom SEAL instructional strategies or use them in a virtual environment, in order to safeguard rigorous instruction for ELs. Because remote learning requires parents supporting instruction at home, SEAL schools may need to increase their engagement with families to help parents learn how to support the SEAL strategies and student learning outcomes. Providing assessments that are more aligned with SEAL instructional strategies, that can monitor student progress, is also critical. All of these interventions can work toward reducing learning loss for ELs and increase equitable learning opportunities during this crucial time.

This Brief is based on the 4-Year External Research and Evaluation Study by the Center for Equity for English Learners at Loyola Marymount University with Wexford Institute conducted for the Sobrato Family Foundation.



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