

Core Components and Implementation Stages

<p>Core Beliefs</p> <ul style="list-style-type: none"> A.L.L. implementers hold high expectations for students through the use of equitable practices, collaborative norms, and culturally and linguistically responsive approaches. A.L.L. is independent of personnel evaluation. It requires substantial time and support to reach full, expert-level implementation. 	<p>Operating Principles</p> <ul style="list-style-type: none"> Local Educational Agencies work to fulfill A.L.L.'s 17 components within five categories as they progress through four implementation stages. A.L.L. operates on program independence, purposeful use of materials, flexibility, and research-based content that is aligned with the California Standards for the Teaching Profession, the Common Core State Standards and the English Language Development Standards.
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Category	Core Components	Implementation Stages			
		Exploration	Installation	Initial Implementation	Full Implementation
I. Research Foundation	1. Participants understand Teacher Practices and Student Engagement behaviors as identified in the four focus areas: Learning Environment, Planning, Applying Best Teaching and Learning Strategies, and Using Assessment for Differentiation.	•	•	•	•
	2. Participants engage in the A.L.L. cycle which includes plan, teach, analyze and reflect/act.	coaching or collaborative model choice	coaching or collaborative model choice	coaching or collaborative model choice	•
	3. Participants apply research-based practices in both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).	•	•	•	•
	4. Classroom videos are used to illustrate research-based strategies in ELD and SDAIE settings.	•	•	•	•
II. Agency Commitment	5. A Memorandum of Understanding (MOU) is established yearly between the Santa Clara County Office of Education (SCCOE) and the agency intending to use A.L.L. materials.	•	•	•	•
	6. Each agency has a plan demonstrating the agency's commitment for sustainable implementation of A.L.L..	•	•	•	•
	7. The district, county and lead agency (SCCOE) commit to providing support based on implementation stage and needs.	•	•	•	•
III. Professional Development	8. New facilitators attend a training of trainers session.	•	•	•	•
	9. A.L.L. facilitators attend an annual refresher.	•	•	•	•
	10. Participating agencies provide ongoing district training for stakeholders as defined in the implementation plan including sessions for teachers, coaches/observers, district and site administrators and school board members.		•	•	•
IV. Implementation Methods	11. Procedural, collaborative, and technology norms and protocols are used for professional development, coaching and collaborative work.	•	•	•	•
	12. Teachers complete pre and post self-ratings, using either the ELD or SDAIE Summary Form in order to promote reflection.		•	•	•
	13. Teachers collaboratively plan, receive observation feedback from coaches or peers, analyze student work, reflect, and use results to improve their practice in an A.L.L. cycle.		•	•	•
	14. Implementation teams use the A.L.L. cycle to improve and ensure effective implementation at district and site levels.	1	2	3	3 or more
V. Monitoring and Accountability	15. Implementation teams complete an annual leadership and district reflection using implementation and student achievement data.	•	•	•	•
	16. Agency implementation team members attend SCCOE follow-up meetings to support agency implementation.			•	•
	17. SCCOE conducts a systematic analysis of the degree to which core components are being implemented.				•

Notes: The bullet (●) indicates the required core component implementation for that stage. The absence of a bullet (●) indicates implementation is optional for that stage.



A LOOK AT LEARNING

Celebrating EL Achievement: Looking Ahead

A.L.L. Showcase

April 30, 2015

Provide

a forum that shares and reflects best practices and lessons learned to support English learners

Celebrate

implementation planning and evidence of maximized English language acquisition and academic achievement

Lead

implementation of the 2014 ELA/ELD Framework at districts and schools



The A.L.L. Showcase champions the dedication of school and district teams to collaboratively implement instructional plans and provide support for English learners' language and academic success.



Schedule of Events

3:00 – 3:30 p.m.	Registration, Meet and Greet
3:30 – 3:50 p.m.	Welcome and CDE Greeting
3:50 – 5:10 p.m.	Team Presentations and Collaborative Conversations
5:10 – 5:35 p.m.	<i>A Look at Learning</i> : Reflections and Future Plan
5:35 – 6:00 p.m.	Recognition and Closing

Distinguished Guest Veronica Aguila, Ed.D.



Veronica Aguila is the Division Director of the English Learner Support Division at the California Department of Education (CDE). The division oversees the Language Policy and Leadership Office, the Technical Assistance and Monitoring Office and the Migrant Education Office. Dr. Aguila coordinates the CDE's efforts to address needs of California's English learners. Prior to taking on her current role, her personal experience as an immigrant, former migrant worker and English learner sparked her passion for her work as Early Education Division Administrator and other leadership roles, including lecturer for the CSU system.

Showcase Host Jon R. Gundry

County Superintendent of Schools, Santa Clara County Office of Education



Storyboards and videotaped presentations can be accessed at <http://alookatlearning.org>



A Look at Learning Teams

Team 1 Leadership Public Schools—San Jose Santa Clara County

Implementation Stage: Installation

County Lead: Yee Wan, Ed.D. School Lead: Jessica Diaz
Team: Cristina Lopez, Marlene Carrillo, Maryah Barna

This year Leadership Public School—San Jose's focus areas are increasing student content mastery, academic habits, and our college-going culture. Because collaboration plays a key part in addressing all three priorities, we conducted two whole-team inquiry cycles focused on student collaboration. The first inquiry cycle investigated planning for the lesson, access to student support, and accountability measures necessary to create authentic, collaborative group work. The second inquiry cycle investigated how to support student-to-student feedback. We used the *A Look at Learning* cycle to guide us through planning, teaching, analyzing and reflecting/action steps in our professional development processes.

Team 2 Salinas Union High School District Monterey County

Implementation Stage: Installation

County Lead: Yee Wan, Ed.D. District Lead: Blanca Baltazar-Sabbah
Team: Guillermo Arenas, Samantha Benish, Melissa Bowen, Lina Cabrera, Margarita Cardenas, Patricia Cardona, Maricela Cerda, Elise Laplace, Leticia Lopez, Alma Saucedo, Marc Tejada

One Salinas Union High School District goal is to increase our newcomer English learners' academic achievement. The district provides training to coaches in order to support teachers as they continue to refine their practice of Gradual Release of Responsibility and Constructing Meaning. *A Look at Learning* provides the framework to support building collaborative teams. This year, we are focusing on increasing awareness of both the Common Core State Standards and Next Generation ELD Standards while implementing Systematic ELD.

Team 3 Orchard School District Santa Clara County

Implementation Stage: Installation

County Lead: Yee Wan, Ed.D. District Lead: Mildred Arellano
School Lead: Michelle Quilantang

The Orchard School District team will explain the transition from *A.L.L.* participation by a small cohort of teachers to full implementation by all elementary grade teachers: TK through grade 5. We will discuss instructional practices that have been emphasized, such as the use of planned language production and integrating ELD practices within subject areas. Additionally, the team will describe various collaboration projects with the Santa Clara County Office of Education, such as collecting Planned Language Production (PLP) data and sharing results to inform the development of model lessons for classrooms.

Team 4 San Benito High School District San Benito County

Implementation Stage: Installation

County Lead: Jennifer Logue District Lead: JoAnne Kaplansky
Team: Carissa Alvarez, Kathy Picchi, Kylee Waterman

San Benito High School District is pleased to share its *A Look at Learning* journey. Now in our fifth year with *A.L.L.*, we are reflective and proud of the work accomplished, and we are anticipating the challenges ahead. We have made progress implementing *A.L.L.* instructional practices across all content areas, and we are now focusing our efforts to build curriculum and strategies that support Common Core ELA and Math, the new ELD standards, and the Next Generation Science Standards.

Team 5 Washington Unified School District Yolo County

Implementation Stage: Initial Implementation

County Lead: Edgar Lampkin, Ed.D. District Lead: Leticia Martinez
Team: Gwyn Dellinger, Michele Giacomini, Rita Pope, Lisa Smith, Bill Spalding, Michael Woodcock

For the past two years, Washington Unified School District has been implementing *A Look at Learning* at three district schools. To sustain support and attend to success for all students, including English learners, the district was awarded a grant from the Central Valley Foundation. This is the first year that the district is using grant funding merged with district funding to fully implement *A.L.L.* Two critical components of the grant implementation are 1) to provide time for teacher collaboration and 2) to provide coaching services with an EL Teacher on Special Assignment (EL TOSA).