

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.	●	●	●	●
	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 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 (Santa Clara County Office of Education) 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: The Power of Teamwork

Showcase
April 29, 2014

Provide

a forum for A Look at Learning collaborators to share lessons learned in supporting student achievement

Celebrate

A Look at Learning teachers, leaders and collaborators who have demonstrated their commitment to maximize the English language acquisition and academic achievement for all English learners

Build

county, district and site capacity to implement A Look at Learning



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.



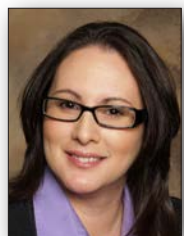
Distinguished Guest:

Lupita Cortez Alcalá
Deputy Superintendent of the Instructional and Learning Support Branch, California Department of Education



County Superintendent:

Mary Ann Dewan, Ph.D.
Interim County Superintendent of Schools, Santa Clara County Office of Education



Showcase Host:

Angelica Ramsey, Ed.D.
Chief Academic Officer, Santa Clara County Office of Education

Panel Presentations

- ★ Building the Team's Commitment
Leadership Public Schools
- ★ Leadership and Building Capacity of Teams at All Levels
San Benito High School
- ★ Building Implementation Teams Across the District
Woodland Joint Unified School District

Schedule of Events

Event	Time
Registration, Meet and Greet	3:00 – 3:30 p.m.
Welcome / Introductions	3:30 – 4:00 p.m.
Panel Presentations	4:00 – 4:30 p.m.
Gallery Walk	4:30 – 5:30 p.m.
Awards and Recognition	5:30 – 5:55 p.m.
Closing Remarks	5:55 – 6:00 p.m.

A Look at Learning Teams

Team 1 Planada Elementary School District Merced County

Implementation Stage: Installation and Initial Implementation

County Lead: Francisco Romo
District Lead: Richard Lopez
Anne Lewis, Marissa Luna

Planada Elementary School District is proud that in its third year of *A.L.L.* implementation, it has 100% of its 40 teachers participating. Teachers chose various focus areas with most on planning while some are progressing to applying best teaching and learning strategies. Leaders have emphasized the fact that *A.L.L.* strategies align with Common Core. The district is building its units of study to align with CCSS to provide support in gaining English language proficiency for its 98% Hispanic population. Additionally, the *A.L.L.* lesson plan template is used in constructing units for the Next Generation Science Standards.

Team 2 Salinas Union High School District Monterey County

Implementation Stage: Exploration

County Lead: Jordan Alexander-Santana
District Lead: Blanca Baltazar-Sabbah
Gloria Loera, Samantha Benish, Margarita Cardenas, Patricia Cardona, Gladys Edeza, Diana Herbst, Alma Saucedo

One of Salinas Union High School's District goal is to increase English learners' academic achievement by increasing teacher efficacy and leadership. The *A.L.L.* framework allows SUHSD to build collaborative teams to support the implementation of Gradual Release of Responsibility and Constructing Meaning. This year, the *A.L.L.* team's focus has been on ELD teachers. All efforts are focused on meeting the goal to increase EL academic achievement.

Team 3 Cambrian School District Santa Clara County

Implementation Stage: Exploration

County Lead: Yee Wan, Ed.D.
District Lead: Lani Potts
Chau Chieng, Jennifer Fore, Linh Nguyen

During its third year with *A Look at Learning*, Cambrian School District is strengthening alignment of English learner initiatives. Middle school ELD teachers refine instruction and integrate key strategies supported by peer collaboration, coaching and training. In elementary schools, instructional ELD time is maintained, students' oral language is emphasized, ELD assessments are implemented, and new communication tools are being introduced to classroom teachers. Coaching support was provided to principals and sites with teacher professional development focused on English learners, key *A.L.L.* strategies, and Guided Language Acquisition by Design (GLAD).

Team 4 Campbell Union School District Santa Clara County

Implementation Stage: Installation

County Leads: Yee Wan, Ed.D., Sylvia Solis
District Lead: Stephanie Day
Jennifer Jasper, Patricia Curiel

Campbell Union School District is using the *A.L.L.* tools to engage in collaborative coaching cycles. At nine schools, site-based coaches are working with one team of teachers per school site to implement the use of the *A.L.L.* Planning Guide, Observation Notes Pages, and Reflection Guide. Each team completes three coaching cycles using the *A.L.L.* tools with coach guidance throughout the year.

Team 5 East Side Union High School District Santa Clara County

Implementation Stage: Exploration

County Lead: Yee Wan, Ed.D.
District Lead: Nguyet Dinh
Jennifer Dangerfield, Angelica Estrella, Lyra Hua, Abigail Soriano

East Side Union High School District supports 57 new inductee teachers by providing professional development and coaching on *A.L.L.* strategies. Each week ESUHSD mentor teachers and first year teachers discuss and reflect on the effect of the strategies used in the classroom.

Team 6 Leadership Public Schools—San Jose Santa Clara County

Implementation Stage: Exploration

County Lead: Sylvia Solis
School Lead: Julie Christensen
Joe Pacheco, Christina Lopez, Maryah Barna, Marlene Carrillo, Francine Farouz, Sehar Kamal

Leadership Public Schools chose learning environment for its year 1 focus area to align with the school's priorities of classroom management and formative assessment. All 18 teachers participated in *A.L.L.* implementation. Professional development meetings focused specifically on data related to English learners and the instructional strategies that support them. Instructional Rounds was used to collaboratively view videos of teachers implementing *A.L.L.* strategies following a protocol that promotes peer support and continued improvement.

Team 7 Orchard School, Orchard School District Santa Clara County

Implementation Stage: Exploration

County Lead: Sylvia Solis
District Lead: Mildred Arellano
School Lead: Michelle Quilantang
Greg Dake, Jennifer Kaye, Patrick Miiillo, Meuy Saeteurn, Nancy Vongchantha, Kristina Zeballos

Orchard School is a K-8 school that serves 900 students. The *A.L.L.* program was introduced to teachers and students in 4th and 5th grades during the 2013-2014 year as a means of promoting Planned Language Production into strategically designed lessons that implement the Common Core State Standards in tandem with ELD standards. The next phase of implementation is to provide professional development to additional primary grade levels.

Team 8 Mathson Middle School, Alum Rock Union School District Santa Clara County

Implementation Stage: Exploration

County Lead: Sylvia Solis
District Lead: Maria McCray
School Lead: Jackie Montejano
Tracy Leathers, JoAnn Sanchez, Jennifer Doherty

Lee Mathson Middle School is at the exploration stage of *A Look at Learning*. With dual efforts to align best practices of serving English learners and building capacity for a smooth transition to Common Core State Standards, Mathson selected planning as its focus area this year. The Mathson implementation team will share experiences with school wide implementation progress, commenting on instructional leadership team members' roles to facilitate *A.L.L.* practices.

Team 9 Alternative Education Department Santa Clara County Office of Education

Implementation Stage: Exploration

County Lead: Sylvia Solis
Stephanie Boulianne, Anne K. Le, Carolyn Schaupp, Louis Smith
Four classroom teachers comprise the SCCOE Alternative Education Department team. The team completed one cycle and planned for the second cycle in the areas of Social Studies, Mathematics, and English Language Arts. Members acknowledge the value of planning, analyzing CELDT data, collaborating, and receiving feedback on lessons and students' use of academic language. The team's goal is to continue engaging in professional development for personal growth.

Team 10 TRIO Project, San Jose State University Department of Secondary Education Santa Clara County

Implementation Stage: Exploration

County Lead: Sylvia Solis
Project Lead: Lara Ervin
Dr. Mark Felton, Dr. Karaya Karathanos, Dr. David Whitenack
The TRIO year-long residency project is a collaborative effort between San Jose State University's Department of Secondary Education, *A Look at Learning* and the East Side Union High School District. The project provided professional development in meeting the needs of English Language Learners in content-area classrooms to mentor and student teachers. Participants completed a collaborative cycle of inquiry using *A.L.L.* tools and professional development.

Team 11 San Benito High School District San Benito County

Implementation Stage: Installation

County Lead: Liz Talbot
District Lead: JoAnne Kaplansky
Carissa Alvarez, Krystal Lomanto, Kathy Picchi, Kylee Waterman
San Benito High School District implemented *A Look at Learning* through individual and PLC coaching cycles and school-wide professional development. The focus this year was Math, English and ELD. The primary goal was to improve student's discourse and writing while implementing Common Core and the new ELD standards. Four coaches initiated subject and grade level PLC coaching cycles, and individual cycles to support teachers.

Team 12 Washington Unified School District Yolo County

Implementation Stage: Exploration

County Lead: Edgar Lampkin, Ed.D.
District Leads: Julie Hoskins, William Spalding
Michael Woodcock

Three program improvement schools are in the exploration stage of implementing *A.L.L.* with district and county support. Four district *A.L.L.* site team sessions were held to collaboratively debrief and support implementation of the framework's systems. Schools also debrief about focus areas and have used the continuous cycle of improvement, building fluency in this process. A system for peer coaching cycles is in development, and a grant will support *A.L.L.* implementation next year.

Team 13 Woodland Joint Unified School District Yolo County

Implementation Stage: Exploration

County Lead: Edgar Lampkin, Ed.D.
District Lead: Elodia Lampkin
Garth Lewis, Marlene Molina, Maria Orozco

Woodland Joint Unified School District is implementing *A.L.L.* district-wide with over 10,000 K-12 students in ten elementary schools and five secondary schools. In its fourth year of piloting *A.L.L.*, the district has focused on planning. School teams are writing effective content and language objectives for ELD or SDAIE lessons, and conduct continuous cycles of improvement using collaborative debriefing. EL Specialists completed one peer coaching cycle, and are looking forward to next year's anticipated district-wide coaching implementation.

Team 14 Yolo County Office of Education Head Start Program Yolo County

Implementation Stage: Exploration

County Lead: Edgar Lampkin, Ed.D.
District Lead: Gail Nadal
Mary Krangel

Yolo County's Head Start Preschool Program of seven centers consisting of twelve classrooms use *A.L.L.*'s system and tools. Staff members engage in continuous cycles of improvement, debriefing lessons and peer coaching in English Language Development. Teachers follow the Target Teaching model of "I do It, You Help Me, I Help You, and You Do It" through four cycles, completing teacher action plans. All new teachers systemically go through this cycle of four sessions to ensure a thorough understanding in the focus area of planning.

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