

School/District: Salinas Union High School District

County: Monterey County

Implementation Stage: Installation

## We saw



### 1 Needs

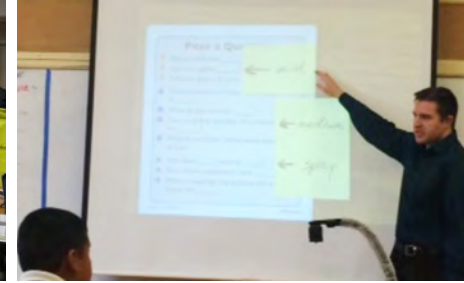
- Bridge the achievement gap between ELs and non-ELs
- Help EL students meet AMAO targets
- Support teachers as they implement district initiatives and new ELD standards

## We committed ourselves to pursue goals



### 2 Outcomes

- Improve EL achievement, content knowledge and English proficiency
- Increase student use of Academic Language
- Have ELD teachers participate in two A.L.L. cycles



### 3 Participant Identification

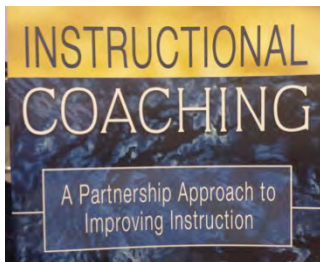
- Director of EL and Migrant Education, District Lead Instructional Coach, EL Specialist/Instructional Coaches and participating ELD teachers from 7 sites in the district



### 4 Focus and Approach

- Focus Area II: Planning
- Collaborative model at one site
- One-to-one model at six sites

## We acted



*"As an ELD teacher, I found the A.L.L. observation cycle beneficial to me because I became familiar with the new Next Generation ELD Standards and was able to debrief the lesson observation with a colleague, which helped me refine my teaching practice."*

—LPMS Teacher

### 5 Action Steps

- Met as a district A.L.L. team to develop action plan and share best practices from previous years
- Attended the training of trainers and follow-up sessions
- Determined the focus was ELD instruction
- Met with ELD teachers regularly to provide professional development, plan and discuss lessons, observations and next steps
- Strategically integrated new ELD Standards, Gradual Release of Responsibility (GRR) and Constructive Meaning (CM) along with EL instructional strategies into lesson plan design
- Provided all teachers with on-going professional development, reviewing GRR and/or CM strategies, new ELD standards and EL instructional strategies

## We achieved and reflected



### 6 Results

- Increase in student engagement due to the implementation of new strategies
- Improvement in students' abilities to interact with a rubric to meet expectations of the task
- Improved student meta-cognition; ability to evaluate their own work
- Increased teacher understanding and application of new ELD standards
- Increased collaboration between ELD teachers and instructional coaches



### 7 Lessons Learned/Next Steps

- Work with and train more than one teacher
- Begin to lay the foundation and build momentum for A.L.L. cycles in August
- Conduct needs assessment with ELD teachers
- Allocate more resources (time, materials, etc.)
- Increase students' listening/speaking opportunities
- Create a bank of exemplary lessons
- Share teachers' A.L.L. lessons among all coaches
- Possibly coordinate an intra-district A.L.L. Cycle for ELD teachers who are singletons at their site