

We saw



1 Needs

- The increased presence of English learners in high school classrooms combined with a decline in their redesignation rate suggests the need to enhance teacher candidates' and their mentors' awareness, commitment, and abilities related to improving English learners' academic language development
- Augment the teacher candidate-mentor relationship with professional development focused on English learners' academic language development

We committed ourselves to pursue goals



2 Outcomes

- Discover how professional development impacts student teacher completion of a cycle of inquiry
- Determine how mentor teachers' perceptions of practice have changed after they have modeled a cycle of inquiry
- Provide opportunities for beginning and experienced teachers to investigate the use of strategies supporting student academic language development



3 Participant Identification

- Student teachers were invited to interviews for an accelerated credential program
- Mentor teacher names were submitted to the project leads from school and district partners
- An interview process for mentor and student teacher candidates resulted in matching pairs of participants



4 Focus and Approach

- The team took a collaborative approach to developing a plan for providing professional development

We acted



5 Action Steps

- The plan included flexibility to meet participants' needs by collecting and analyzing feedback forms
- A total of 6 professional development days were delivered to participants
- Mentor teachers completed one *A.L.L.* cycle of inquiry as a model for student teachers
- Student teachers completed two additional cycles of inquiry, embedded in their SJSU coursework
- Professional development days provided opportunities for content-alike mentor and student teachers to dialogue about practices in meeting the academic language needs of students

We achieved and reflected



6 Results

- Student teachers indicated they felt more prepared for a high-stakes cycle of inquiry after having completed the process with mentors and within classes
- Student and mentor teachers indicated they benefitted from collaborative time with content-alike peers



7 Lessons Learned/Next Steps

- More benefits were reported during more focused professional development sessions
- Revision of professional development plan for coming year to focus on planned language production
- The "I do," "we do," "you do" format of modeling the cycle of inquiry supported student teacher completion of a cycle of inquiry
- A review of the revised *A.L.L.* documents for the cycle of inquiry is underway
- Revision of professional development plan for 2014-2015 to address English learners' academic language and literacy development and subject-area content learning