



A LOOK AT LEARNING:

A Comprehensive System for Increasing ELs' Academic Achievement

A.L.L. 2012 Showcase **Building Structures Within a** **School to Support a** **Collaborative Culture**

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Outcomes

1. Learn about the Creekside Middle School's journey to implement *A Look at Learning*
2. Nuts and bolts of creating collaborative teams
3. Understand the affective elements of shifting school culture
4. Reflect on your context and apply Creekside's journey to your next steps



Agenda

- Using strategic implementation
- Spreading the good word (and practice)
- Nuts and bolts of a successful implementation
- Changing school wide culture and expectation



Buy in from teachers: Using a “Viral” Approach

- Start with a department of teachers, most ready for 2nd order change
- Hit them with the “cold hard facts”
- Listen! Listen! Listen! Then throw them back into the fire!
- Visit! Visit! Visit! and Praise! Praise! Praise!
- Publically (over) celebrate their successes
- You now have ground soldiers for your next front.



Breaking Down the Obstacles: A proactive approach

- It will feel to the teachers that you are “attacking” their work and practices.
- The teachers “pride of authorship” will get in the way of them hearing constructive criticism.
- Even the best performers in the world have coaches to see their blind spots.



Nuts and Bolts of Building Collaborative Teams

Funding

- Total cost for 3 observation cycles was \$20,160.00 for a team of 12 teachers.
- This is a MAJOR commitment to the school schedule. More than nine weeks of the school year will be spent on planning, observation and collaboration.
- Message is clear, “We will fight for this hill!”



How many subs do you need?

Scheduling collaboration

Every observation cycle is placed on the school's calendar

- Subs are arranged by the office staff
- Each team gets 2-3 days for each implementation cycle (planning, observation, debriefing, student work analysis and next steps).



Teacher's get effective feedback from their peers

- Observations are focused on *A.L.L.*'s target areas of SDAIE strategies.
- Feedback includes strengths and one or two clarifying questions
- Feedback from student work analyses focuses on content and language mastery





Meaningful Feedback = Valued Practice: Tools used to get success

- Training videos and supplements; ALL Cycle Graphic
- SDAIE Planning Guide and Lesson Plan
- SDAIE Observation Notes
- Student Work Analysis including Team Consensus Sheet and Student Reflection Sheet
- Reflection Guide



Spreading the wealth and culture

- After the first wave of participants have completed the cycle (Year 1), share the results with the ENTIRE staff.
- Teachers speak candidly about their feelings on day 1 of the process compared to current feelings.
- Prepare the staff for phase two of the rollout.
- Mantra, “We need these results campus wide; to continue our current practices and expect different results is insane.”



Elements of Shifting School Culture

- Start small so “hick-ups” don’t have the power of a large number of “naysayers.”
- Say “Yes” to requests from your startup group.
- Meet with participants often, on their turf, during decompression time.
- Listen to their concerns and problems, value them, and... if possible... solve them.





Reflection/Questions

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