



# A LOOK AT LEARNING:

A Comprehensive System for Increasing ELs' Academic Achievement

## **A.L.L. 2012 Showcase**

# **Building Teacher Efficacy: Teachers as Instructional Leaders**

**San Benito High School District**  
**San Benito County Office of Education**



# Outcomes

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1. Learn about the Haybaler's journey to implement *A Look at Learning*.
2. Identify key practices to support English Learner achievement
3. Reflect on your context and apply the Haybaler's journey to your next steps
4. Hear the impact of *A.L.L.* on staff and students
5. Experience the *A.L.L.* classroom



# Agenda

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- Why did we embark on this journey?
- What is our focus?
- What tools have we used or developed?
- How are administrators supporting the most?
- How are we building capacity of our skills and extending to others?
- Where will our next steps take us?



# Who is San Benito High School?

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Current enrollment

**2,800**

**API- 752**

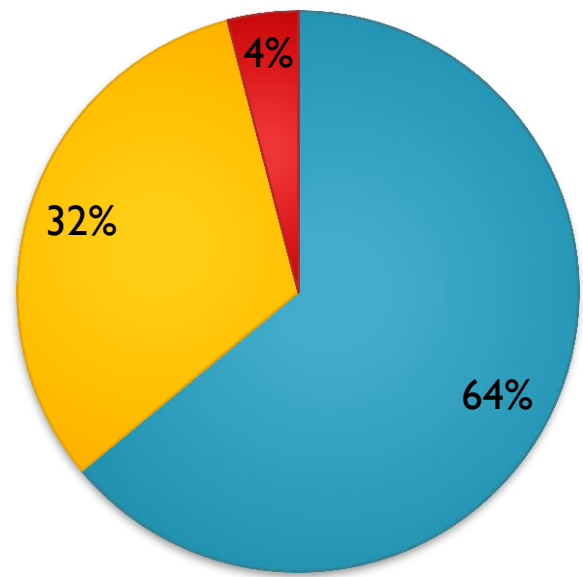
**PI Year III**

(English Learners and Special Education)



# Ethnicity

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- Hispanic/Latino
- White
- other



# Population/Subgroups

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- English Learners **9%** (82%LTEL's)
- Special Education **9%**
- Migrant **17%**
- Socio-Economic Disadvantaged **43%**



# API and AYP from years past 2007-2011

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- STAR/API= **77** points growth
- Hispanic= **107** points growth
- White= **72** points growth
- Socially Economic Disadvantaged=**119** points growth
- English Learner= **114** points growth
- Students with Disabilities= **48** points growth



# Turn and Talk

## What does your school/district look like?

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### Partner A:

What percentage of your school/district population are English Learners?

*Our ELs are \_\_\_\_% of the population.*

### Partner B:

What are your school's/district's greatest needs?

*Our greatest needs are \_\_\_\_\_ and \_\_\_\_\_.*





# Our focus

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- Using best teaching and learning strategies for EL students
- Staff presentations and Professional Development
- Peer-coaching
- PLCs
- Division Meeting
- Creating Power Points
- Sharing and creating lessons and activities



# Tools

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- Provide and model strategies through *A.L.L.* team presentations
- Schedules and calendars
- Logs
- *A.L.L.* Action Plan
- Coaching protocol
- Examples of Strategies
- Video



# Strategy- Inside Outside Circle

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- [Video](#)





# School Loop

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[http://sbhs-sbhsd-ca.admin.schoolloop.com/cms/page\\_view?d=x&piid=&vpid=1321010257051](http://sbhs-sbhsd-ca.admin.schoolloop.com/cms/page_view?d=x&piid=&vpid=1321010257051)



# The Classroom- Before *A.L.L.*

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- Using the textbook page 360, read “Previewing Themes” and write the main point for each theme. Use 3 total bullet points.

## **Armistice**

A cease fire, an agreement to stop fighting.



# The A.L.L. Classroom: Year 1

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- **Unit Five/Objective One:** *Identify or define the following terms making sure to touch upon their significance to the unit.*
- Armistice: a cease-fire, an agreement to stop fighting
- Word in a Sentence:
- My brother and I reached an *armistice* when we got out of high school.



# Year 1

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- Reparations: payments for war damage

Word in a sentence:

- A way to punish a country is to make them

\_\_\_\_\_.



# Year 2 A.L.L.

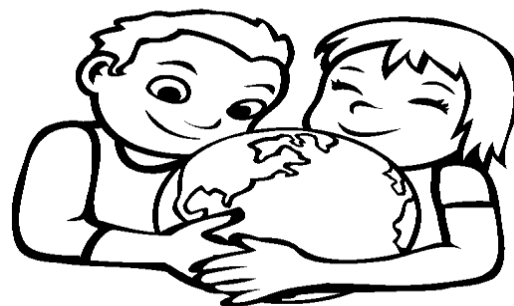
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- **Unit Five/Objective One:** Identify or define the following terms making sure to touch upon their significance to the unit.
- **Language Objective:** SWBAT to explain the significance of the terms using complex sentences. (because, although, in spite of)





# Armistice

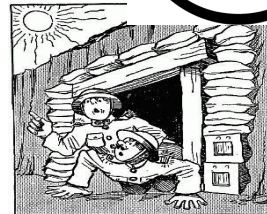


# Armistice

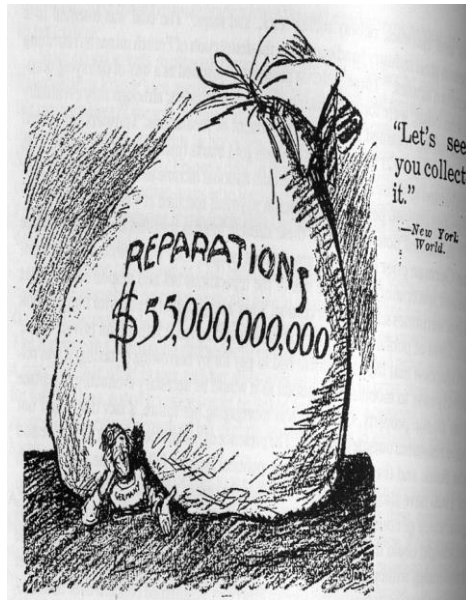
- a cease-fire, an agreement to stop fighting

## Word in a Sentence:

- My brother and I reached an armistice when we got out of high school



# Reparations

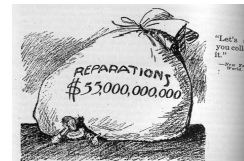


# Reparations

- payments for war damage

## Word in a Sentence:

- **A way to punish a country is to make them \_\_\_\_\_**



# Activity

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Language Objective: *SWBAT discuss strategies used in the demonstration using past tense verbs.*

What strategies improved the introduction to vocabulary?

I believe the lesson improved because the teacher \_\_\_\_\_ and

\_\_\_\_\_.



# What was different?

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- Language objective posted, written, and reviewed
- Students create their own definitions (Building Academic Vocabulary)
- Students use frames for support
- Increase in student interaction
- Accountability



# Administration

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- Scheduling of professional development
- Educational Services information
- .2 coaching positions for Math, English, and Social Studies
- Data collection walk-throughs include EL strategies
- Planning conferences
- PLC time devoted to implementation of new strategies



# Building Capacity

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- Year 1 – original team completed coaching cycle with each other
- Year 2 – coaches complete 4 coaching cycles with volunteer teachers and Division Chairs
- Coaches are PLC leaders and assist in planning
- Monthly walk departmental drop-ins offer support
- Professional Development on Precision Partnering strategies
- Division Meetings
- DC walk-throughs
- DC coaching cycle





# Student Voices

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- *“Speaking English in class helps me to improve my vocabulary”*
- *“When I am in a class where I am not allowed to speak, I don’t learn as well”*
- *“Practicing English in this class helps me because I learn how to pronounce a lot of words and I speak better”*



# Teacher Voices

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- *“I have implemented ways to refer to daily objectives throughout the lesson, which gives students an opportunity to self-assess.”*
- *“ My students look forward to the different opportunities for interactions.”*
- *“Sentence frames/starters have helped trigger my students’ thought processes so that they may compose complete sentences and more thorough, cohesive paragraphs.”*
- *“My SDAIE class, for the first time, performed as well as other English 9 classes on the 4<sup>th</sup> benchmark.”*



# Our Next Steps

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- Present lessons to staff
- Continue with small group presentations
- Increase participation in coaching cycle
- Buy-in from staff – Our biggest obstacle



# Exit Ticket 3-2-1

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- Identify **3** things your school/district has in place to support ELs.
- What are **2** things you can implement immediately that will support your ELs?
- What is **1** challenge or concern you have regarding implementation of *A.L.L.*?



# Questions

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- **Funding** – Cindi Krokower, Director of Educational Services
- **Coaching** – Amy Henneman, Carissa Alvarez, Woody Peterson, JoAnne Kaplansky
- **Administrative support** – Krystal Lomanto, Principal, Sharon Brown AP, Liz Talbot SBCOE Director of Special Programs



# Questions?

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