

Core Components and Implementation Stages

Core Beliefs		Operating Principles					
<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. 		<ul style="list-style-type: none"> Local Educational Agencies work to fulfill A.L.L.'s 24 components within five categories as they progress through six 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. 					
Category	Core Components	Implementation Stages					
		Preview	Exploration	Pilot	Initial Implementation	Full Implementation	Sustainability
I. Framework	1. The Four Focus Areas are Learning Environment, Planning, Applying Best Teaching and Learning Strategies, and Using Assessment for Differentiation.	•	•	•	•	•	•
	2. Teacher practice and student engagement behaviors are embedded into the four focus areas.		•	•	•	•	•
	3. Teacher practice and student engagement behaviors include those for 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 for sustainable implementation of A.L.L.				•	•	•
	7. The agency's leadership team makes a commitment to take action.				•	•	•
	8. The district, county and lead agency (Santa Clara County Office of Education) commit increased support at graduated levels of implementation.		•	•	•	•	•
III. Professional Development	9. New facilitators attend a three-day training of trainers session and attend a two-day annual refresher for recertification.	•	•	•	•	•	•
	10. Participating teachers attend training annually.		3 hrs.	6 hrs.	8 hrs.	9 hrs.	10 hrs.
	11. District/site administrators attend training annually.		2 hrs.	4 hrs.	6 hrs.	8 hrs.	10 hrs.
	12. Observers/coaches attend specific training in observation tools and calibrating observation ratings.				•	•	•
IV. Implementation Methods	13. Additional specific training on selected topics is available for key staff/teachers.			•	•	•	•
	14. Collaborative norms will be used in conducting all aspects of A.L.L. work.		•	•	•	•	•
	15. Protocol stems will be used for professional development, coaching and collaborative work.			•	•	•	•
	16. Teachers complete pre- and post self-ratings, using either the ELD or SDAIE Summary Form.			•	•	•	•
	17. Participants follow the A.L.L. Cycle which includes plan, teach, analyze and reflect/act.		coaching or collaborative model choice	coaching or collaborative model choice	coaching or collaborative model choice	•	•
	18. Teachers analyze student work collaboratively and regularly use results of student reflections.			•	•	•	•
	19. Coaching is used to guide continuous improvement in instructional practice.		coaching or collaborative model choice	coaching or collaborative model choice	coaching or collaborative model choice	•	•
	20. Observations follow the A.L.L. Cycle and are conducted periodically by coaches or peers every year.			1	3	At least 3	At least 3
V. Monitoring and Accountability	21. Agency leadership teams complete an annual leadership and district implementation reflection.			Site only	District and site	District and site	District and site
	22. SCCOE holds regular follow-up meetings to support agencies' implementation.				•	•	•
	23. Implementation and student achievement data are analyzed and reported.				•	•	•
	24. Systematic analysis of the degree to which core components are being implemented will occur.				•	•	•



Building a Comprehensive System for Increasing English Learners' Academic Achievement



A LOOK AT LEARNING

A.L.L. Showcase

April 30, 2012

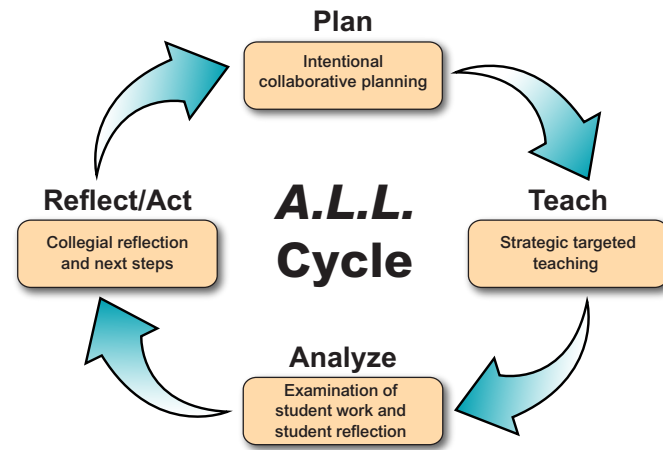
Purposes

- ★ Provide a forum for the *A Look at Learning* collaborators to share lessons learned in supporting the academic achievement of English learners
- ★ Build county, district, and site capacity to implement *A Look at Learning*
- ★ Celebrate *A Look at Learning* teachers, leaders, and collaborators who have demonstrated their commitment to maximize English language acquisition and academic achievement for all English learners



The A.L.L. Showcase convenes courageous educators united in their strong commitment to accelerate English learners' language and academic achievement.

Event	Time
Registration	2:00 – 4:00 p.m.
Featured Presentations	2:30 – 3:45 p.m.
Opening and Introductions Dr. Charles Weis	4:00 – 4:30 p.m.
Gallery Walk of Storyboard Presentations	4:30 – 5:30 p.m.
Recognition Dr. Charles Weis	5:30 – 6:00 p.m.



Featured Presentations

Session 1: The Science of Implementation and A Look at Learning: What Leadership Needs to Know
Gilroy Room

Presenters: Norm Gold, Ed.D., Norm Gold Associates, and Edgar Lampkin, Ed.D., Yolo County Office of Education
Target Audience: Board Members, Superintendents and Community Advocates

The Science of Implementation tells us that it takes multiple years to implement a comprehensive instruction and professional development model that is systemic in nature. It also takes all stakeholders, organizational leaders, purveyors, policy-makers, researchers and practitioners working collaboratively to ensure that the system proceeds successfully through the predictable stages of implementation. Throughout these stages, practitioners use cycles of improvement and include all essential core components (competency, organizational and leadership “drivers”) to assure effective and full implementation and sustainability.

Session 2: Leveraging District Level Support for Building District and Site Capacity
Board Room

Presenters: Ruth Bareket, Ed.D. Associate Superintendent, and Denise Kilpatrick, Teacher on Special Assignment, ELD, Campbell Union School District
Target Audience: Assistant Superintendents, Directors of Curriculum and Instruction, English Learner Program Administrators, Principals and Coaches

This session will focus on how a district leadership team establishes the structure to support coaches at school sites. Lessons learned about the allocation of fiscal and human resources, communication of expectations, involvement of site principals and building a cadre of coaches will be discussed. District administration and coaches will share their perspectives.

Session 3: What Does It Take to Build Structures within a School to Support a Collaborative Culture?
Oak Grove Room

Presenters: Shawn Posey, Principal and Adriana Corona-Duran, EL Coordinator, Creekside Middle School, Patterson Joint Unified School District
Target Audience: School Principals, Assistant Principals and Coaches

What does it take to build a collaborative culture and structures in schools? The Principal and English Learner Coordinator at Creekside Middle School will share the nuts and bolts of a three-year journey to create collaborative teams with coaching and peer observation. The Principal and the English Learner Coordinator work as a team in coordinating efforts to secure funding, getting buy-in from teachers, scheduling collaboration time, arranging peer observation, and building instructional capacity. You will see examples of how coaching and collaboration are scheduled and review tools that are used during teacher collaboration.

Session 4: Building Teacher Efficacy: Teachers as Instructional Leaders
Milpitas Room

Presenters: Carissa Alvarez, Amy Henneman, Woodrow Peterson, Teacher Leaders, Joanne Kaplansky, District ELD Coordinator, Krystal Lomanto, Principal and Sharon Brown, Assisitant Principal, San Benito High School District
Target Audience: Board Members, Superintendents, Assistant Superintendents, Directors of Curriculum and Instruction, English Learner Program Administrators, Principals, Coaches and Teachers

This session will focus on the journey of a team of teacher leaders in implementing *A Look at Learning*. They will share how the A.L.L. experience has empowered them to become effective leaders in the implementation efforts in the school. Presenters will share what administrators can expect to see in A.L.L. classrooms.

Handouts for the featured sessions and storyboards are posted at <http://alookatlearning.org>

Gallery Walk Presentation Teams

Team 1	Planada Elementary School District (Merced County) <i>Implementation Stage: Exploration</i>
County Lead:	Francisco Romo
District Lead:	José L. Gonzalez José L. Gonzalez, Loretta Acosta, Holly Barrera, Gayle Besecker, Jennie Cardoso, Dan Lema, Bob Leffard, Richard Lopez, Idefonso Nava, Lena Perez, Holly Shull
	A small group of teachers and coaches allowed Planada to work its way easily through the process. Completing the first A.L.L. cycle resulted in the planning of entire ELD units that included Reading, Writing, Listening, and Speaking components. Revamping curriculum and planning together was also beneficial. Team members feel lessons are more meaningful for the students, and the regular use of the sentence frames works well.
Team 2	Salinas Union High School (Monterey County) <i>Implementation Stage: Pilot</i>
County Lead:	Jordan Alexander-Santana
District Lead:	Blanca Baltazar-Sabbah Guillermo Arenas, Rosalina Cabrera, Francisco Huerta, Gloria Loera, Sandro Lopez, Ethelvina McDowell, Patrice Parks, Bruce Powers, Alma Saucedo
	A Salinas Union High School District goal is to increase English learners' academic achievement by building teacher efficacy and leadership. The A.L.L. framework allowed SUHSD to build collaborative teams to monitor the implementation of Gradual Release of Responsibility and Constructing Meaning through participation in two peer observation cycles. These efforts resulted in increased collegiality, structured student engagement, and implementation of effective instructional strategies.
Team 3	Hollister School District: R.O. Hardin School (San Benito County) <i>Implementation Stage: Exploration</i>
County Lead:	Liz Talbot
District Lead:	Lonna Martinez Elena Hatchett, Cynthia Annotti, Summer Chamblin
	R.O. Hardin School has the highest percentage of ELs in the Hollister School District. The desire to explore best strategies in ELD led to A.L.L. A team of three teachers and the EL Programs Coordinator completed three peer observation cycles during which they increased the use of best strategies, practiced the use of sentence frames for differentiation, and engaged students in increased oral language production using academic language.
Team 4	San Benito High School District (San Benito County) <i>Implementation Stage: Exploration</i>
County Lead:	Liz Talbot
District Lead:	Joanne Kaplansky Carissa Alvarez, Sharon Brown, Amy Henneman, Krystal Lomanto, Woodrow Peterson, Kylee Waterman
	Six teachers, one Assistant Principal, and a county administrator used the A.L.L. coaching model with a focus on best teaching and learning strategies in the first year, and the team continues to build capacity today. The A.L.L. team trained district and site administration, and presented at staff in-services and division meetings, and to PLC groups. The district has coaches in Math, English, and Social Sciences, and the team has completed 16 coaching cycles that focus on improving student interaction and using EL strategies to improve academic achievement.
Team 5	San Joaquin County Office of Education-operated Schools and Programs (San Joaquin County) <i>Implementation Stage: Initial Implementation</i>
County and District Lead:	Mark Condit Megan Ankeney, Jake Boyd, Beth Chamberlin, Richard Holbrook, Yvette Menchaca, Tom Ribota, Tammy Voss
	Seven high school teachers at four sites in the Alternative Education program engaged in A.L.L. Six teachers on their second year with A.L.L. continue to post their content objectives to ensure full curriculum access for their English learners. Whether identifying the exposition, climax and resolution in Amy Tan's "Rules of the Game," or collecting and analyzing data from a salmon head dissection, teachers find that posting their objectives daily is a positive pedagogical application of research-based best teaching practices.
Team 6	Campbell Union School District (Santa Clara County) <i>Implementation Stage: Initial Implementation</i>
County Lead:	Yee Wan
District Lead:	Erin Vidal Ruth Bareket, Denise Kilpatrick, Chelsea Toller, Carol Delville, Stefanie Hull, Stephanie Day, Eve Lindsay and Lynhaven, 2 nd Grade Team: Hilary Fong, Erin Lewis, Danielle Patenaude, Michelle Dalisay, Amy Morgan
	Campbell Union School District implements A.L.L. through one-on-one and collaborative coaching at each school site. Its 11 Equity, Math, and Literacy Coaches receive monthly professional development to support their understanding and use of the A.L.L. tools and related best practices, as well as how to conduct reflective coaching conversations with teachers. Each coach collaborates with her principal, using teacher and grade-level data to identify focal areas, as well as individuals and teams to receive coaching.

Team 7	Cambrian School District (Santa Clara County) <i>Implementation Stage: Exploration/Pilot</i>
County Lead:	Yee Wan
District Lead:	Lani Potts Kristi Schweibert, Linh Nguyen, Jennifer Fore, Chau Chieng
	Cambrian began A.L.L. training with a committee focused on improving the services and instruction for English learners. Cambrian concentrated its initial implementation efforts with two middle school ELD teachers. Those teachers established specific daily ELD instruction time with A.L.L.'s emphasis on language and content objectives, sentence frames, and other key strategies. Cambrian also emphasized administrator professional development focused on ELs, ELD/SDAIE and key instructional strategies.
Team 8	Cupertino Union School District (Santa Clara County) <i>Implementation Stage: Preview</i>
County Lead:	Yee Wan
District Lead:	Karen Barrett Kim Paget, Doreen Baldwin, Amanda Driscoll
	Cupertino started A.L.L. with a need for a common language and goals to unify the district. After training, team members met with ELD principals and shared highlights of the training and strategies to employ district wide. Team members have shared the use of sentence frames and language objectives with ELD teachers. ELD teachers and all principals also received the book <i>Improving Education for English Learners</i> . Additional staff will be trained next fall.
Team 9	East Side Union High School District (Santa Clara County) <i>Implementation Stage: Preview</i>
County Lead:	Yee Wan
Lead:	Nguyet Dinh Bernadette Salgarino, Jennifer Barth, Maryann Haggerty
	East Side has offered summer training opportunities for teachers in the use of academic language across the content areas. Three teachers in the district contributed to the A.L.L. video collection. It takes a team effort to make A.L.L. successful.
Team 10	Santa Clara County Office of Education, Alternative Education (Santa Clara County) <i>Implementation Stage: Exploration</i>
County Lead:	Yee Wan
	Stephanie Boulianne, Dorothy Desfosses, Maria Magana, Tara Strong, Amleset Yohannes
	Four classroom teachers and one teacher on special assignment comprise the SCCOE Alternative Education Department Team. The team completed one A.L.L. cycle representing four subject areas: English, Math, Social Studies, and Science. Team members compiled an A.L.L. resource packet for the subject of their choice and shared the resources with other teachers in the department. Members acknowledge the value of using a performance rubric for content and language objectives to analyze student work.
Team 11	Patterson School District: Creekside Middle School (Stanislaus County) <i>Implementation Stage: Initial Implementation</i>
County Lead:	Martin Macias
District Team:	Esther Corral-Carlson, Veronica Miranda, Adriana Corona-Duran, Toney Henry, Teresa Murillo
School Lead:	Adriana Corona-Duran Sarah Bennett, Andrew Bylow, Lori Patterson, Shawn Posey, Gemma Rodriguez
	Creekside now has 26 teachers participating from all content areas. The implementation process evolved from practicing after school to providing release time. Also, the first year of implementation was targeted toward sixth graders and teachers. The second year added other teachers and grade levels from ELA. In the subsequent year, other content areas and grade levels joined. Next year, Creekside will need lead teachers to guide and share A.L.L. system experience and knowledge with other staff.
Team 12	Yolo County Office of Education (Yolo County) <i>Implementation Stage: Pilot</i>
County Lead:	Edgar Lampkin
District Lead:	Cynthia Gail Sandra Hernandez, Gail Nada
	Twenty teachers at six Head Start sites use A.L.L. in Collaborative debriefing and Coaching sessions focused on Planning with an ELD lens. Each teacher experienced A.L.L.'s systemic model training and a full coaching cycle with four observations. ELD Leadership members, Site Supervisors and Education Specialists have also been trained and have coached teachers. All teaching staff developed Teacher Action Plans with clear ELD content and language objectives aligned with ELD foundations and Development Readiness Placement results. ELD lessons are embedded in the programs's Creative Curriculum.
Team 13	Woodland Joint Unified School District (Yolo County) <i>Implementation Stage: Exploration</i>
County Lead:	Edgar Lampkin
District Lead:	Elodia Lampkin Maria Orozco, Marlene Molina
	Woodland Joint has implemented A.L.L. across its 10,000-student district. Monthly professional development sessions in year one introduced newly selected Site Teams to A.L.L. components, coaching videos and tools, and collaborative debriefing. This year teams are supported by professional development time as they implement the Planning Focus Area. Teachers write effective ELD or SDAIE content and language objectives and practice collaborative debriefing of their lessons. EL Specialists will begin peer coaching in preparation for district-wide coaching next year.