



Campbell Union School District's Road to Closing the Achievement Gap Using A Look at Learning



Year 3 with A.L.L.

- Found our focus using A.L.L. Core Components 11, 12, and 17
- A.L.L. Coaching PD provided to all district coaches
- Implemented the collaborative coaching model
- Articulation of goals and PD for administrators

Next Steps with A.L.L.

- Expand use of SpEquity Coach to support Students with Disabilities
- Partnership with Center to Support Excellence in Teaching (CSET) at Stanford to provide focused professional development to coaches
- Gradual release of responsibility for collaborative teams to use A.L.L. tools independently

Year 2 with A.L.L.

- Coaches completed 1-3 coaching cycles per month
- A.L.L. tools used in planning
- Equity PoDules to support professional development

The A.L.L. Cycle was also useful to me, in that it gave me an opportunity to have the students reflect on how well they understood the concept, as well as how well they thought they did teaching it. It was nice to hear what they felt worked, allowing me to know which teaching practices to replicate in the future. In addition, I also felt that they were very self-aware in whether they completed the task and worked as hard as they could. Many scored themselves accurately and I felt this was a good exercise for them to also learn and be more aware of their own learning habits and practices.



Chelsea Toller



Stefanie Hull



Erin Vidal



Stephanie Day

Although we have engaged in Equity work for many years, I think A.L.L. made the equity work real for us. Rather than simply talking about these issues, we had to reflect on what equity actually looked like in our classrooms through the lens of the teaching standards and demonstrated through our ability to differentiate or be culturally conscious. A.L.L. has become the framework that brings together many of our initiatives and authentically pushes us to the next level in our practice.

With the support of the A.L.L. framework, gone are the days when a coach comes in, identifies problem areas, and provides fix-it strategies. Teachers are now engaging in deeper reflection on their practice, coming to many of their own conclusions on what they may modify to better meet the needs of their ELs and other significant subgroups, while the coach offers support in extending their thinking and helping them gain confidence in stepping out of their comfort zone.

I appreciate that a piece of the evidence collection process focuses on student behavior, reminding me to not only focus on the teaching of a concept but also the learning done by students. Using the A.L.L. observation tool has helped not only in planning for and reflecting on our teaching process, but also to ensure that my coaching conversations are student-focused and based on student results.



Dr. Ruth Bareket

Using the A.L.L. protocol a common language developed for all to use. The common mission, A.L.L. protocol and mindset has tripled to quintupled the rate of achievement of ELs since this initiative began.

The process of using the A.L.L. coaching framework has allowed us to focus on one area of our teaching. By only focusing on one aspect we have been able to be more strategic in planning and reflective on our teaching.



Lynhaven School 2nd Grade Team

Year 1 with A.L.L.

- Overview of A.L.L. for teachers
- 1 Coach per site trained in A.L.L.



Denise Kilpatrick



Carol Delville

Our teachers are responsible for our students' growth because they have made students' needs their top priority. As I do my ELD walkthroughs, I am observing refined instruction. The A.L.L. components are evident in the lessons. As a teacher on special assignment supporting ELD, I can say without hesitation that A.L.L. has begun to close the achievement gap.

A.L.L. has changed how I approach coaching this year by giving me a specific, focused, and safe approach to bring teachers together to review shared practices and student work products from observed lessons with a specific focus on meeting the needs of ELs.