



A Look at Learning Storyboard 2011-2012



Alternative Education Department

School / District: Santa Clara County Office of Education

County: Santa Clara

Implementation: Exploration

We saw

We committed ourselves to pursue goals

Needs

- To support and improve EL achievement through all content areas.
- To address the growth (academic, social/emotional) of long-term ELs.
- To increase teacher job satisfaction and confidence through increased student success.
- To promote teacher efficacy through collaboration.

Desired Outcomes

- Increase student engagement in content areas.
- Increase EL reclassification and CAHSEE passing rate.
- Expand our strategies and instructional practices.
- Afford teachers the opportunity to collaborate.
- Promote opportunities to streamline district efforts that increase student achievement.

Participant Identification

- Alternative Education Department teachers at the following sites:
 - Osborne (Juvenile Hall)
 - Blue Ridge (Ranch)
 - EDGE Community School
 - Snell Community School
 - Terra Bella Community School
- Representing juvenile court and community schools in the following subject areas:
 - English
 - Math
 - Social Science
 - Science

Focus and Approach

- SDAIE in the content areas
- Focus Area II Planning: student engagement and oral language production
- Collaborative Team

We acted

We achieved and reflected

Action Steps

- Attended a three-day Training of Trainers
- Engaged in 30 hours of collaboration
- Completed one *A.L.L.* cycle: Plan, Teach, Analyze, Reflect/Act
- Present at site cluster meetings

Results

- Increased oral language production
- Increased student's awareness about performance and lesson objectives
- Integrated oral language practice with writing tasks

Lessons Learned

- Increased alignment between lesson objectives and student work
- Increased emphasis on teaching language structure
- Increased participating teachers' awareness of the need and procedures for structured language practice opportunities

Next Steps

- Allocate time for oral language production using structured academic discussions
- Provide self-reflection opportunities for students
- Strategic pairing of students
- Incorporate rubric as a tool for assessing student learning
- Continue with the *A.L.L.* cycle