



A LOOK AT LEARNING

***Building a Comprehensive System for
Increasing English Learners' Academic Achievement***

A.L.L. Showcase **April 23, 2013**

Purposes

- ★ Learn about a comprehensive approach that builds teacher efficacy in implementing research-based instructional practices focused on student learning
- ★ 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 the English language acquisition and academic achievement of all English learners



2013 A.L.L. Showcase Host:
Xavier De La Torre, Ed.D.
 Santa Clara County
 Superintendent of Schools

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



Distinguished Guest:
Karen Cadiero-Kaplan, Ph.D.
 Director, English Learner Support Division
 California Department of Education,
 representing the Honorable Tom Torlakson,
 State Superintendent of Public Instruction.



Keynote Speaker:
**Dennis Cima, Senior Vice President
 Silicon Valley Leadership Group**
 Dennis directed Silicon Valley Leadership
 Group educational policy and currently
 informs recommendations to the California
 State Board of Education as a current
 member of Public Schools Accountability
 Task Force.

Schedule of Events

Event	Time
Registration and Networking	2:30 – 3:30 p.m.
Keynote Recognition of A.L.L. Partners	3:30 – 4:30 p.m.
Gallery Walk of Storyboard Presentations	4:30 – 5:30 p.m.
Recognition of District and School Teams	5:30 – 6:00 p.m.

Gallery Walk Presentation Teams

Team 1 San Leandro Unified School District (Alameda County)
Implementation Stage: Exploration
 County Lead: Cynthia Medina
 District Lead: Andrew Gordon
 Elena Ball, Mari Ullrich, Gorzelia Ward, Lisa Wong
 The San Leandro Unified School District A.L.L. implementation team will share our A.L.L. journey in implementing, including the process used to get district buy-in, connect A.L.L. to other district initiatives, recruit schools for participation, select and train site leads, identify and train pilot teachers, as well as develop and support a district implementation plan. The team will also reflect on the triumphs and struggles they experienced with implementation of A.L.L.

Team 2 Planada Elementary School District (Merced County)
Implementation Stage: Pilot
 County Lead: Francisco Romo
 District Lead: José L. González
 Sonia Alvarez, Anne Lewis, Richard Lopez, Lena Perez
 The Planada Elementary School District is in its second year implementing A.L.L. Building on last year's system launch in specific grade levels and in English Language Development classes, the district is currently committed to implement A.L.L. across all grade levels. Each grade level collaborated to plan their A.L.L. cycles, and they have conducted two cycles this year. The district receives support from Merced and Santa Clara County Offices of Education in its A.L.L. implementation.

Team 3 Salinas Union High School District (Monterey County)
Implementation Stage: Pilot
 County Lead: Jordan Alexander-Santana
 District Leads: Dan Burns, Blanca Baltazar-Sabbah
 Lina Cabrera, Margarita Cardenas, Gloria Loera, Patrice Parks, Alma Saucedo, Anthony Saucedo, Angelica Simons
 Salinas Union High School District's goal is to increase English learners' academic achievement by expanding teacher efficacy and leadership. The A.L.L. framework facilitated the process of building collaborative teams to support the implementation of Gradual Release of Responsibility and Constructing Meaning. An Instructional Coaching (IC) structure with a lead district coach supporting ICs at each site has also been put in place. These efforts are resulting in meeting the goal of increased academic achievement for English learners using A.L.L. tools.

Team 4 San Benito High School District (San Benito County)
Implementation Stage: Pilot
 County Lead: Liz Talbot
 District Lead: JoAnne Kaplansky
 Carissa Alvarez, Amy Henneman, Krystal Lomanto, Woodrow Peterson, Kylee Waterman
 San Benito High School's goal has been to offer support to 16 new teachers and two ELD teachers in their implementation of best teaching and learning strategies while continuing to improve upon our current coaching skills. Our five coaches have initiated subject and grade level Professional Learning Community (PLC) coaching cycles in addition to individual cycles. They also attended a four-day Cognitive Coaching training.

Team 5 Cambrian School District (Santa Clara County)
Implementation Stage: Exploration/Pilot
 County Lead: Yee Wan
 District Lead: Lani Potts
 Chau Chieng, Jennifer Fore, Linh Nguyen
 In its second year implementing A.L.L., Cambrian School District integrated and aligned district initiatives related to English learners. Middle school ELD teachers refined instruction through collaboration, peer coaching, and continued training. Elementary sites established daily, consistent ELD instructional time emphasizing oral language with teachers trained in the selected curriculum. Cambrian prioritized administrator and teacher professional development to center on English Learners, key A.L.L. strategies, Guided Language Acquisition by Design (GLAD), and coaching support for principals and sites.

Team 6 Campbell Union School District (Santa Clara County)
Implementation Stage: Initial Implementation
 County Lead: Yee Wan
 District Lead: Corrine Frese
 Eric Andrew, Ruth Bareket, Toni Calderon-Warren, Stephanie Day, Hilary Fong, Denise Kilpatrick, Gayl Leones-Cribari, Erin Lewis, Eve Lindsay, Danielle Patenaude, Maggie Spehar
 Campbell Union Elementary School District English Learners' (ELs) achievement has accelerated using A.L.L.! Their achievement rate for ELs has quintupled since they began using this comprehensive system in 2009. Continued efforts to implement A.L.L. have resulted in use of A.L.L. protocols to ensure that English learners have full access to the curriculum. Also, teachers have a common language and tools to use when planning, observing, and reflecting on lessons and student work.

Gallery Walk Presentation Teams

Team 7 Del Mar High School, Campbell Union High School District (Santa Clara County)

Implementation Stage: Preview

County Leads: Sylvia Solis, Yee Wan
District Lead: Susie Pierson
Terry Flora, Marc Graci

Three Del Mar High School teachers and the district Coordinator of Categorical Programs were determined to improve EL's academic achievement and validate cultural diversity when they met on their own to apply *A.L.L.* ideas in lessons. Later, school support resulted in continued team planning, a coaching cycle, and introduction of *A.L.L.* strategies to the district's SDAIE improvement professional development group and interested staff members. The team observed increased student learning, scaffolded content assessments, and structured student conversations to better support English learner.

Team 8 East Side Union High School District (Santa Clara County)

Implementation Stage: Exploration

County Lead: Yee Wan
District Lead: Nguyet Dinh
Jennifer Dangerfield, Maryann Haggerty, Bernadette Salgarino

East Side Union High School District is in its fourth year of implementing *A.L.L.* Using the Training of Trainers model, the district trained 12 Teachers on Special Assignment (TOSA) as site trainers. In turn, TOSA teachers trained 107 teachers at five schools during the 2012-13 academic year. The focus was on SDAIE Area III: Applying Best Teaching and Learning Strategies. *A.L.L.* supports ESUHSD's implementation of the California Common Core Standards in efforts to improve English learner achievement.

Team 9 De Vargas Elementary School (Cupertino Union School District, Santa Clara County)

Implementation Stage: Pilot

County Lead: Yee Wan
District Lead: Karen Barrett
Amanda Driscoll, Kelsey Loucks, Nancy Ross, Jennifer Tyson

De Vargas Elementary's *A.L.L.* team is comprised of two ELD teachers, an ELD Specialist, and the site principal. The team recognized that students needed more opportunities to produce language throughout the day. Additionally, teachers needed to incorporate planned language production opportunities, sentence frames, and language objectives into lessons to support student language development. The team focused on planning instruction and successfully completed one *A.L.L.* cycle.

Team 10 Hyde Middle School (Cupertino Union School District, Santa Clara County)

Implementation Stage: Pilot

County Lead: Yee Wan
District Lead: Karen Barrett
Laura Conroy, Kim Paget, Todd Shimada

Hyde Middle School is the ELD site for all middle schools in the Cupertino Union School District. There are three ELD classrooms that serve approximately 150 students representing all proficiency levels. The goal this year was to commit to one full cycle in the lead teacher's classroom and to share key *A.L.L.* strategies with other ELD teachers.

Team 11 John Muir Elementary School (Cupertino Union School District, Santa Clara County)

Implementation Stage: Pilot

County Lead: Yee Wan
District Lead: Karen Barrett
Patrice Avdap, Katie McClure, Norma Salas, Bob Sherman

Muir Elementary is an English Language Development (ELD) center in Cupertino Union School District. The school's 150 ELD students are clustered in seven grade-level classes where they receive instruction in grade-level content and English. Their team's goal in participating in *A.L.L.* is to improve instruction, raise achievement, and increase academic English language proficiency of all English learners with a focus on Long Term English Learners.

Team 12 Nimitz Elementary School (Cupertino Union School District, Santa Clara County)

Implementation Stage: Pilot

County Lead: Yee Wan
District Lead: Karen Barrett
Vivian Matsuyama, Russ Ottey, Kathy Torres, Peggy Tsai

The Nimitz *A.L.L.* team is a part of a district-wide effort to implement *A.L.L.*'s framework and strategies in our classrooms. As an ELD center with classes comprised of only ELD students, they have focused on the ELD model. Their goals this year were to commit to one full *A.L.L.* cycle in two Nimitz Elementary classrooms and to share key information about *A.L.L.* practices with all staff members.

Team 13 Santa Clara County Office of Education, Alternative Education (Santa Clara County)

Implementation Stage: Exploration

County Lead: Yee Wan
District Lead: Sylvia Solis
Stephanie Boulianne, Dorothy Desfosses, Amleset Yohannes

Two classroom teachers and one Teacher on Special Assignment comprise the SCCOE Alternative Education Department Team. The team completed one *A.L.L.* cycle representing three subject areas: English, Math, and Social Studies. Members acknowledge the value of planning and focusing on students' academic language as well as using a performance rubric for content and language objectives to analyze student work.

Team 14 Elkhorn Elementary, Washington Unified School District (Yolo County)

Implementation Stage: Exploration

County Lead: Edgar Lampkin
District Leads: Julie Hoskins, Anna Trunnel, William Spalding
Lisa Smith

Elkhorn Elementary School is one of three *A.L.L.* implementing schools in the district using collaborative debriefing to implement content and language objectives school-wide. The school's focus area is in Planning and the Effective Direct Instruction (EDI) template is used as Teacher Action Plans. *A.L.L.*'s 7 Ps for collaborative planning are used by all staff and are embedded into the school's culture.

Team 15 Riverbank Elementary, Washington Unified School District (Yolo County)

Implementation Stage: Preview

County Lead: Edgar Lampkin
District Leads: Julie Hoskins, Anna Trunnel, William Spalding
Michael Woodcock

Riverbank Elementary, one of three *A.L.L.* implementing schools in the district, is supported by application of the 7 Ps of collaboration in planning, staff meetings and collaborative debriefing sessions with central office and YCOE assistance. Riverbank has used *A.L.L.* to build staff collaboration in establishing cohesion between two merging school staffs using the inquiry teaching model to support implementing language objectives in mathematics lessons as demonstrated in math journals and math talk.

Team 16 Westfield Elementary, Washington Unified School District (Yolo County)

Implementation Stage: Preview

County Lead: Edgar Lampkin
District Leads: Julie Hoskins, Anna Trunnel, William Spalding
Ryan Gonzales

Westfield Elementary, also one of three *A.L.L.* implementing schools in the district, is supported by the central office and YCOE assistance. Westfield is implementing Effective Direct Instruction (EDI) with coaching support to integrate *A.L.L.*'s Applying Best Teaching and Learning Strategies while emphasizing productive partnering, engagement strategies and monitoring language objective outcome approaches.

Team 17 Yolo County Office of Education (Yolo County)

Implementation Stage: Initial Implementation

County Lead: Edgar Lampkin
District Lead: Gail Nadal
Denyse Cardoza, Kathy Davidson

Yolo County Head Start preschool has seven centers consisting of twelve classrooms. Using *A.L.L.*'s system and tools staff members engaged in continuous cycles of improvement by debriefing lessons collaboratively and with peer coaching in English Language Development. During peer coaching all teachers followed the Target Teaching model of "I do It (Cycle 1), You Help Me (Cycle 2), I Help You (Cycle 3), and You Do It (Cycle 4)". In the Head Start Consortium, they are beginning to replicate *A.L.L.* in preschool ELD implementation.

Team 18 Woodland Joint Unified School District (Yolo County)

Implementation Stage: Exploration

County Lead: Edgar Lampkin
District Lead: Elodia Lampkin
Marlene-Graciela Molina, Garth Lewis, Maria Orozco

Woodland Joint Unified School District is implementing *A.L.L.* district-wide with over 10,000 K-12 students in 10 elementary schools and five secondary schools. In its third year piloting *A.L.L.* the district focused on Planning. School teams are writing effective content and language objectives for ELD or SDAIE lessons, and they are conducting continuous cycles of improvement using collaborative debriefing. EL Specialists completed one peer coaching cycle in preparation for next year's anticipated district-wide coaching implementation.

Core Components and Implementation Stages

<p>Core Beliefs</p> <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. 	<p>Operating Principles</p> <ul style="list-style-type: none"> Local Educational Agencies work to fulfill A.L.L.'s 17 components within five categories as they progress through four 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, the Common Core State Standards and the English Language Development Standards.
---	--

Category	Core Components	Implementation Stages			
		Exploration	Installation	Initial Implementation	Full Implementation
I. Framework	1. Participants understand Teacher Practices and Student Engagement behaviors as identified in the four focus areas: Learning Environment, Planning, Applying Best Teaching and Learning Strategies, and Using Assessment for Differentiation.	●	●	●	●
	2. Participants apply 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	●
	3. Teacher practice and student engagement behaviors are applicable in both 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 demonstrating the agency's commitment for sustainable implementation of A.L.L..	●	●	●	●
	7. The district, county and lead agency (Santa Clara County Office of Education) commit to providing support based on implementation stage and needs.	●	●	●	●
III. Professional Development	8. New facilitators attend a Training of Trainers session.	●	●	●	●
	9. A.L.L. facilitators attend an annual refresher.	●	●	●	●
	10. Participating agencies provide ongoing district training for stakeholders as defined in the implementation plan including sessions for teachers, coaches/observers, district and site administrators and school board members.			●	●
IV. Implementation Methods	11. Procedural, collaborative, and technology norms and protocols are used for professional development, coaching and collaborative work.	●	●	●	●
	12. Teachers complete pre and post self-ratings, using either the ELD or SDAIE Summary Form in order to promote reflection.		●	●	●
	13. Through the A.L.L. Cycle teachers collaboratively plan, analyze student work and reflections, receive coaching observations feedback from coaches or peers, and use results to improve their practice.		●	●	●
	14. Agency A.L.L. implementation team uses the A.L.L. Cycle to improve and ensure effective implementation at district and site levels.	1	2	3	3 or more
V. Monitoring and Accountability	15. Agency implementation team completes an annual leadership and district reflection using implementation and student achievement data.		agency only	agency and site	agency and site
	16. SCCOE holds regular follow-up meetings to support agencies' implementation.			●	●
	17. SCCOE conducts a systematic analysis of the degree to which core components are being implemented.				●

Notes: The bullet (●) indicates the required core component implementation for that stage. The absence of a bullet (●) indicates implementation is optional for that stage.