

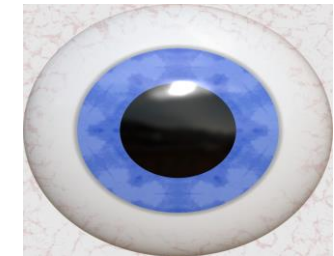
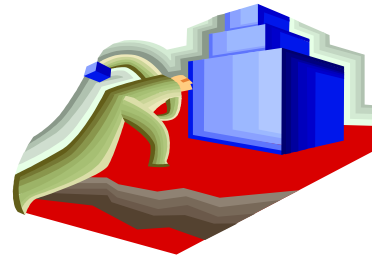
School/District: **San Leandro Unified School District**

County: **Alameda**

Implementation Stage: **Exploration**

**We saw**

**We committed ourselves to pursue goals**



**1. Needs**

- English Learners (ELs) have not met targets for AMAO 1 and AMAO 2 (5 years or more cohort) for 2 of the last 3 years
- ELs have not met AMAO 3 target for 5 years
- District must develop a plan for Title III, Yr 4 improvement
- Teachers need specific support to teach ELD
- Teachers need protected collaboration time to plan instruction for EL students

**2. Outcomes**

- Teachers expand their research-based instructional strategies for ELs by participating in collaborative pd to plan lessons and complete 1 *A.L.L.* cycle
- Teachers increase use of research-based teaching/learning strategies (PLP, sentence frames, language objective use) to engage and support English Learners

**3. Participant Identification**

*A.L.L.* team participants:

- Wilson TK/K teams and EL specialist
- McKinley TK/K teacher team
- Garfield 3<sup>rd</sup> grade teacher team
- Bancroft 8<sup>th</sup> grade Alg team, EL coach
- Site principals
- SLUSD Coordinator, English Learner Programs

**4. Focus and Approach**

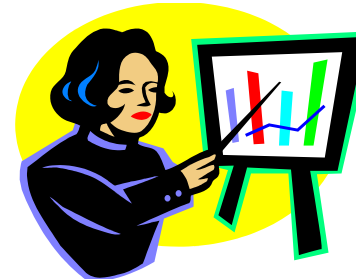
Focus Area II: Planning

Approaches: consistent language strategies

- Planned language production (PLP) opportunities
- Language objectives in lesson plans
- Sentence frames to support student language growth

**We acted**

**We achieved and reflected**



**5. Action Steps**

- District provided *A.L.L.* training and professional development to administrators, coaches and teachers at 4 schools
- Participating teachers and site leads collaborate monthly and completed 1 *A.L.L.* cycle
- Participating teachers chose norms to guide their collaborative work
- Those teachers collaboratively identified focus area, developed a lesson plan with planned language production strategies, and reflected on teaching and student learning
- Participating teachers observed others teach EL students and exchanged feedback using warm and cool stems
- EL district coordinator supported schools with pd integrating *A.L.L.* with district's DAIT learning walks in a PLC initiative

**6. Results**

- Increased student engagement in PLP
- Increased teacher collaborative planning focused on supporting English Learners
- Deepened teacher awareness about research-based instructional strategies
- Increased teacher understanding about protocols/norms for effective collaboration
- 4 sites were proud to complete 1 Cycle
- Leads improved facilitation/leadership skills and personal learning
- Participating schools recognized collaboration values

**7. Lessons Learned/Next Steps**

- Systematizing research-based practices takes time
- Principals/coaches/teachers must connect *A.L.L.* strategies to other initiatives
- Leadership must provide administrator/teacher pd and establish PLCs to foster collaborative planning
- All four schools plan expansion of number of cycles or grade levels for 2013-14
- Research-based strategies will expand to other administrators and teachers via professional development next year