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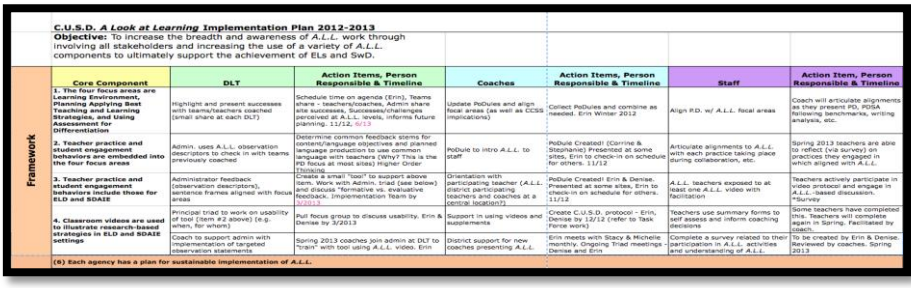
English Language Learners' (ELs) achievement has accelerated using *A.L.L.*

- Our achievement rate for our ELs has quintupled since we began using this comprehensive system
- The achievement gap was narrowed by 2.4 percentage points for Students with Disabilities in ELA and 2.5 percentage points in Math since last year, as compared to all students on California State Standards Exam (biggest gains in any subgroup)
- More than half of our ELs earned Proficient or Advanced on the English Language Arts California State Standards Exam (50.1%) and Mathematics California State Standard Exam (58.5%)



C.U.S.D. *A Look at Learning* Implementation Plan 2012-2013

Objective: To increase the breadth and awareness of *A.L.L.* work through involving all stakeholders and increasing the use of a variety of *A.L.L.* components to ultimately support the achievement of ELs and SwD.

Framework	Core Component	DLT	Action Items, Person Responsible & Timeline	Coaches	Action Items, Person Responsible & Timeline	Staff	Action Item, Person Responsible & Timeline
	1. The four focus areas are Learning Environment, Planning Applying Best Teaching and Learning Strategies, and Using Assessment for Differentiation	Highlight and present successes with teams/teachers coached (small share at each DLT)	Schedule time on agenda (Erin), Teams share - teachers/coaches, Admin share site successes, Successes/challenges perceived at A.L.L. levels, informs future planning. 11/12, 6/13	Update PoDules and align focal areas (as well as CCSS implications)	Collect PoDules and combine as needed. Erin Winter 2012	Align P.D. w/ *A.L.L.* focal areas	Coach will articulate alignments as they present PD, PDSA following benchmarks, writing analysis, etc.
	2. Teacher practice and student engagement behaviors are embedded into the four focus areas	Admin. uses A.L.L. observation descriptors to check in with teams previously coached	Determine common feedback stems for content/language objectives and planned language production to use common language with teachers (Why? This is the PD focus at most sites) Higher Order Thinking	PoDule to intro *A.L.L.* to staff	PoDule Created! (Corrine & Stephanie) Presented at some sites, Erin to check-in on schedule for others. 11/12	Articulate alignments to *A.L.L.* with each practice taking place during collaboration, etc.	Spring 2013 teachers are able to reflect (via survey) on practices they engaged in which aligned with *A.L.L.*
	3. Teacher practice and student engagement behaviors include those for ELD and SDAIE	Administrator feedback (observation descriptors), sentence frames aligned with focus areas	Create a small "tool" to support above item. Work with Admin. triad (see below) and discuss "formative vs. evaluative feedback. Implementation Team by 3/2013	Orientation with participating teacher (*A.L.L.* district participating teachers and coaches at a central location)	PoDule Created! Erin & Denise. Presented at some sites, Erin to check-in on schedule for others. 11/12	*A.L.L.* teachers exposed to at least one *A.L.L.* video with facilitation	Teachers actively participate in video protocol and engage in *A.L.L.*-based discussion. *Survey
	4. Classroom videos are used to illustrate research-based strategies in ELD and SDAIE settings	Principal triad to work on usability of tool (item #2 above) (e.g. when, for whom)	Pull focus group to discuss usability. Erin & Denise by 3/2013	Support in using videos and supplements	Create C.U.S.D. protocol - Erin, Denise by 12/12 (refer to Task Force work)	Teachers use summary forms to self assess and inform coaching decisions	Some teachers have completed this. Teachers will complete again in Spring. Facilitated by coach.
		Coach to support admin with implementation of targeted observation statements	Spring 2013 coaches join admin at DLT to "train" with tool using *A.L.L.* video. Erin	District support for new coaches presenting *A.L.L.*	Erin meets with Stacy & Michelle monthly. Ongoing Triad meetings - Denise and Erin	Complete a survey related to their participation in *A.L.L.* activities and understanding of *A.L.L.*	To be created by Erin & Denise. Reviewed by coaches. Spring 2013
	(8) Each agency has a plan for sustainable implementation of *A.L.L.*						

Implementation Plan of *A.L.L.* in the Campbell Union School District

CUSD has created an Implementation Plan in which we are increasing the breadth of the *A Look at Learning* comprehensive system. We have involved various stakeholders and are increasing the use of a variety of *A.L.L.* components to ultimately support the achievement of English Learners and Students with Disabilities.

Beyond the Formal Coaching Cycle: Independent Study

CUSD has created an opportunity for previously coached teachers to sustain the practice of collaboratively planning a lesson with a focus on practices to support English Learners. This study includes at least two partner teachers planning, teaching, and reflecting on one lesson independent of a coach.

The power of reflection

"As a coach, I am constantly refining my coaching practice each time I have a coaching cycle. Reflection helps me think about what worked and what I might need to adjust in the future. It is a catalyst for creating a positive mindset of change." – Equity Coach, Gayl Leones-Cribari

"The reflection piece has allowed me the opportunity to see what worked, and what needed to be refined within my lesson. I view it as a second chance to implement the best lesson. Who wouldn't want that?! It has had a huge impact on my current lesson planning and teaching." – 3rd grade teacher, Toni Calderon-Warren

"Knowing the language objective for our lesson helped me focus on what I was learning that day. The sentence frames helped me talk with my AB partner. It was fun talking!" – 3 rd grade student

CUSD partners with Stanford to help further coaching for academic language and literacy development

We continue to focus on our coaching knowledge and skills for supporting teachers in the core teaching practices to develop the academic language and literacy of English Learners across content areas. The emphasis of the partnership has focused on: improving the quantity and quality of classroom interactions, the comprehension of complex texts, and teaching and coaching practices.