

School/District: East Side Union High School District

County: Santa Clara

Implementation Stage: Exploration

We saw



1. Needs

- Long term English learners (ELs) comprise 71% of ESUHS D EL population
- This group historically has not met proficient levels in CELDT, CAHSEE, and CST
- ELs needed to improve their literacy skills
- Need to provide staff development for teachers to provide academic language instruction and research-based strategies across the curriculum

We committed ourselves to pursue goals



2. Outcomes

- Teachers across curricula will implement scaffolding instruction.
- Teachers will develop lesson plans that include scaffolding techniques, language objective, sentence frames, and exit tickets
- Site leadership teams will be trained to scaffold instruction and provide teacher training during school department meetings and collaborations or after school
- Follow-up training during collaboration or after school allows EL teachers to share their lesson plans and student work analysis



3. Participant Identification

- All teachers of English learners at five schools
- EL coaches
- Mentor teachers



4. Focus and Approach

- SDAIE Focus Area III: Applying Best Teaching and Learning Strategies Approach:
- Focus on scaffolding instructional strategies in core subjects.
 - Integrate structured opportunities for oral and written language use with content

We acted



5. Action Steps

- Provided *A.L.L.* training to 80 ESUHS D teachers in a two-day summer institute
- Trained *A.L.L.* trainers to be site trainers and EL coaches.
- Provided workshop time for trainers to coach identified teachers at schools
- Provided time for teacher collaboration during district trainings and at site meetings
- Merged district and *A.L.L.* walkthrough protocols to measure implementation progress of *A.L.L.* teachers

We achieved and reflected



6. Results

- ESUHS D supports *A.L.L.* implementation with all schools
- Five schools have teachers on special assignment that act as EL coaches to provide support for ELs who have 1 or more F's in core subjects
- Professional Development including Scaffolding Instruction has been provided to EL teachers
- Teachers implement lessons that contain language objective and sentence starters
- CAHSEE resources aligned to the Common Core State Standards were developed



7. Lessons Learned/Next Steps

- Collect data from EL coaches to determine the effects of Scaffolding and *A.L.L.* Professional Development, coaching and instructional rounds.
- Direct professional development conversations to focus on instructional round results
- Align *A.L.L.* strategies to Common Core instructional practices
- Develop and share effective lessons that have great impact on student learning
- Provide professional development for EL coaches to center on supporting students, coaching best practices, and the Common Core State Standards