

School/District: **Manuel De Vargas Elementary/
Cupertino Union**

County: **Santa Clara**

Implementation Stage: **Pilot**

We saw



1. Needs

- Students need support to articulate and express themselves using academic language in both ELD and mainstream classrooms
- Teachers need to reflect how they will incorporate collaboration and communication among students

We committed ourselves to pursue goals



2. Outcomes

- Increased the amount of time students are speaking
- Incorporated planned language production opportunities throughout the content areas
- Reflected on teaching and include students in this reflection/self-assessment process
- Completed one *A.L.L.* cycle



3. Participant Identification

- A.L.L.* Team:
- ELD teachers
 - ELD site principal
 - ELD Specialist



4. Focus and Approach

- Focus Area:
- Planning
- Approach:
- Collaborative model

We acted



5. Action Steps

- Began implementing PLPs, sentence frames, protocols for collaborative work/group communication, and techniques to ensuring all students contribute to conversations
- Students and teacher reflect on learning experiences (including students in the assessment process)
- Students grouped by proficiency levels experience Oral Language Group instruction for 40 minutes daily, 4 days a week
- *A.L.L.* participating teachers completed one *A.L.L.* cycle

We achieved and reflected



6. Results

- Daily oral practice improved student participation during and beyond structured language time
- Noticeable shift from student-teacher interaction to peer-to-peer interaction
- Higher student expectation to explain thinking encouraged development of sentence frames at proficiency levels
- Students use academic vocabulary more frequently



7. Lessons Learned/Next Steps

- Share PLPs with teachers to support student language production in mainstream and ELD classrooms
- Promote awareness of student proficiency levels
- Increase awareness of need to differentiate sentence frames based on proficiency levels
- Complete two *A.L.L.* cycles during the 2013-2014 school year
- Focus support on writing