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University Partnerships: Stanford University and San Jose State University

2012-13 Collaborators

Santa Clara County
Santa Clara County Office of Education
Cambrian School District
Campbell Union School District
Cupertino Union School District
East Side Union High School District
San Mateo County
San Mateo County Office of Education
Alameda County
Alameda County Office of Education
San Leandro School District

Contra Costa County
Contra Costa County Office of Education

Merced County
Merced County Office of Education
Planada School District

Monterey County
Monterey County Office of Education
Salinas Union High School District
Placer County
Placer County Office of Education
Roseville City School District
Western Placer Unified School District

Sacramento County
Sacramento County Office of Education
Natomas High School District
San Juan Unified School District
San Benito County
San Benito County Office of Education
San Benito High School District
San Joaquin County
San Joaquin County Office of Education

Yolo County
Yolo County Office of Education
Washington Unified School District
Woodland Joint Unified School District

Special thanks to Dr. Norm Gold for his assistance to the Santa Clara County Office of Education in bringing clarity to this project, by providing valuable feedback, and streamlining its implementation.

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A Look at Learning (A.L.L.) is a multi-year comprehensive system designed to build instructional leadership and teacher efficacy to apply research-based practices in classrooms that lead to increased language proficiency and academic achievement for English learners.

The purpose of A Look at Learning is to maximize English learners’ achievement by:

- Enabling teachers, coaches, and administrators to understand key features of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) settings.
- Providing a system to promote teachers’ implementation of research-based best practices.
- Promoting teacher efficacy through self-reflection.

Research Basis and Core Components

A.L.L. is a comprehensive system comprised of 17 core components that are based on current research on instruction for English learners and in the field of Implementation Science. A central feature of A.L.L. is the research-based, Guide to Observation of ELD and SDAIE Settings.

Who Benefits?

- Teachers of English Learners
- Site and District Administrators
- Coaches
- New Teacher Support Providers
- Teachers on Special Assignment
- English Learners

Tools

- ELD Observation Summary Form
- SDAIE Observation Summary Form
- Planning Guide
- Reflection Guide
- Videos of Classroom Instruction for Each Focus Area

A Look at Learning (A.L.L.) is a multi-year comprehensive system designed to build instructional leadership and teacher efficacy to apply research-based practices in classrooms that lead to increased language proficiency and academic achievement for English learners.

“The Game Changers”: Empowering Instructional Leaders

SHOWCASE 2013

Hosted by: Xavier De La Torre, Ed.D.
Santa Clara County Superintendent of Schools

Tuesday, April 23, 2013
Santa Clara County Office of Education
2:30 – 6:00 p.m.
Join Us!

Provide

a forum for A Look at Learning collaborators to share lessons learned in supporting student achievement

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 English language acquisition and academic achievement for all English learners

Target Audience: Teachers, administrators, superintendents, board members, parents, community partners, and university partners

Let’s engage in exploring these questions:

- How do the qualities of innovative instructional leaders align with the attributes of “Game Changers” in the business world?
- What is the shared vision in business and education for preparing 21st century global citizens?
- How do courageous instructional leaders who focus on preparing every English learner for college and career success take audacious actions in achieving this ambitious goal?

Networking:

2:30 – 3:30 p.m.

Keynote:

3:30 – 4:30 p.m.

Gallery Walk of Storyboard Presentations:

4:30 – 5:30 p.m.

Fifteen district or school teams will share their journeys to support student achievement

Recognition:

5:30 – 6:00 p.m.

For more information, visit alookatlearning.org or email alookatlearning@sccoe.org or call (408) 453-4345

Online Registration:
http://santaclara.k12cms.org/1054-66272

Keynote speaker

Dennis Cima serves as Senior Vice President for the Silicon Valley Leadership Group, a public policy trade association for Silicon Valley employers. Beginning in 2004 Dennis directed the organization’s educational policy objectives and later served as Vice President of its legislative agenda. Dennis has served with Santa Clara County Office of Education as Assistant to the Superintendent of Schools and also as a legislative assistant to former Congressman Tom Campbell in the U.S. House of Representatives and the California State Senate.

In 2008, Dennis worked with Jack O’Connell, former State Superintendent, on his statewide P-16 Council. In 2011, current State Superintendent Tom Torlakson included Dennis on his transition advisory committee.

Most recently, Dennis was appointed to the Public Schools Accountability Task Force, a statewide body responsible for making recommendations to the California Board of Education.

Santa Clara County Office of Education

Xavier De La Torre, Ed.D., County Superintendent of Schools

Tuesday, April 23, 2013
Santa Clara County Office of Education
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Join Us!
Features of a comprehensive professional development system

1. Adopt research-based practices/initiatives for targeted professional development effort and the Science of Implementation frameworks
2. Develop an implementation plan detailing
   a. core components of the initiative
   b. members of the agency’s implementation team
   c. implementation timeline
   d. actions steps for the district and site implementation teams based on the implementation timeline
   e. criteria for performance assessment based on the implementation timeline
   f. steps for monitoring implementation
   g. staffing structure for supporting the implementation
   h. professional development support for implementation team members, administrators and teachers
3. Align initiatives with district’s vision and goals
4. Provide training and coaching to stakeholders
5. Align fiscal and human resources to support the implementation of the new initiative
6. Establish a cycle of improvement for implementation teams to evaluate progress of the new initiative
A.L.L. Core Components with Implementation Stages

A Look at Learning (A.L.L.) is a multi-year comprehensive system designed to build instructional leadership and teacher efficacy to apply research-based practices in classrooms that lead to increased language proficiency and academic achievement for English learners.

Core Beliefs
- 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.

Operating Principles
- 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Core Components</th>
<th>Implementation Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Framework</td>
<td>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.</td>
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<td></td>
<td>2. Participants apply the A.L.L. Cycle which includes plan, teach, analyze and reflect/act.</td>
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<td>3. Teacher practice and student engagement behaviors are applicable in both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).</td>
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<td>4. Classroom videos are used to illustrate research-based strategies in ELD and SDAIE settings.</td>
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<td>II. Agency Commitment</td>
<td>5. A Memorandum of Understanding (MoU) is established yearly between the SCCOE and the agency intending to use A.L.L. materials.</td>
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<td>6. Each agency has a plan demonstrating the agency’s commitment for sustainable implementation of A.L.L.</td>
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<td>7. The district, county and lead agency (Santa Clara County Office of Education) commit to providing support based on implementation stage and needs.</td>
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<td>III. Professional Development</td>
<td>8. New facilitators attend a training of trainers session.</td>
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<td>9. A.L.L. facilitators attend an annual refresher.</td>
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<td>10. Participating LEAs 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.</td>
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<tr>
<td>IV. Implementation Methods</td>
<td>11. Procedural, collaborative, and technology norms and protocols are used for professional development, coaching and collaborative work.</td>
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<td>12. Teachers complete pre and post self-ratings, using either the ELD or SDAIE Summary Form in order to promote reflection.</td>
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<td>13. Through the A.L.L. Cycle teachers collaboratively plan, analyze student work and reflections, receive coaching observations from coaches or peers, and use results to improve their practice.</td>
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<td>14. Agency A.L.L. implementation team uses the A.L.L. Cycle to improve and ensure effective implementation at district and site levels.</td>
<td>1</td>
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<tr>
<td>V. Monitoring and Accountability</td>
<td>15. Agency implementation team completes an annual leadership and district reflection using implementation and student achievement data.</td>
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<td>16. SCCOE holds regular follow-up meetings to support agencies’ implementation.</td>
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<td>17. SCCOE conducts a systematic analysis of the degree to which core components are being implemented.</td>
<td>3 or more</td>
</tr>
</tbody>
</table>

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