

For more information regarding the implementation of the *A Look at Learning* and professional development support, contact Yee Wan, Ed.D., English Language Learner Program Coordinator at the Santa Clara County Office of Education, at yee_wan@sccoe.org or visit <http://www.sccoe.org/depts/ell/>.

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A LOOK AT LEARNING:

Guide to Observation of ELD and SDAIE Settings

***A Look at Learning* is a Comprehensive System that**

- 1. Supports Teachers of English Learners**
- 2. Promotes Student Engagement**
- 3. Structures Collaboration**
- 4. Focuses on Increasing Student Achievement**

A Look at Learning

Learning Environment

Planning

Strategies

Differentiation

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.

Who Benefits?

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

Tools

- ✓ ELD Observation Summary Form
- ✓ SDAIE Observation Summary Form
- ✓ Pre-Observation Planning Guide
- ✓ Post-Observation Debriefing Guide
- ✓ Videos of Classroom Instruction for Each Focus Area

Step 1

Develop Commitment

1. The stakeholders at all levels (teachers, administrators, coaches and other school staff) are seriously committed to making systemic changes by adopting research-based practices for improving English learner instruction. This goal is included in the Single Plan for Student Achievement or the Local Educational Agency Plan.
2. The participating teachers, administrators, coaches and support providers receive an orientation about the *A Look at Learning* process.

Step 2

Identify the Focus Areas

A district, school, or an individual teacher selects one of the four focus areas. Each of the four areas contains observable teacher practices and student engagement behavior.

Learning Environment ◇ Engaging Students ◇ Promoting Equity and Inclusion	Planning ◇ Ensuring Full Access to Curriculum ◇ Building High Quality Instruction and Materials	Strategies ◇ Accessing Background Knowledge ◇ Scaffolding Instruction	Differentiation ◇ Differentiating Instruction ◇ Using a Variety of Assessment Strategies
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Step 3

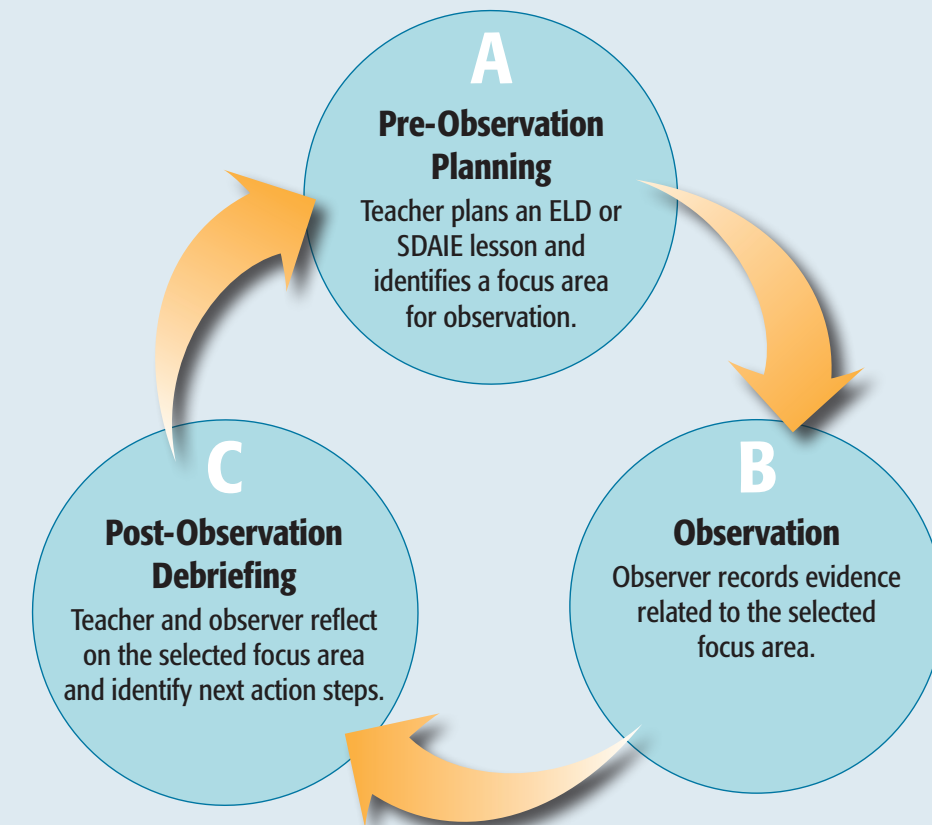
Prepare for Implementation

1. Commit to complete classroom observation for participating teachers three times or more within an academic year.
2. Target professional development on the focus area.
3. Select best English learner instructional practices to be used in ELD and SDAIE settings.
4. Collect baseline data from participating classrooms.

Guide to Observation of ELD and SDAIE Settings

Step 4

Implement A Look at Learning Observation Cycle



Step 5

Analyze and Review Data

Administrators review classroom observation and student achievement data to determine the extent to which student achievement increases because of the implemented focus area.

Step 6

Plan Next Steps

Stakeholders determine focus area for the next *A Look at Learning* cycle.