


**A Look at Learning:**  
A Comprehensive System for Improving English Learners' Academic Achievement




**8<sup>th</sup> Annual Academic Success Conference**  
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**Agenda**


1. Welcome and Introductions
2. What is *A Look at Learning*?
3. Ten Research Highlights
4. Four Focus Areas
5. View *A.L.L.* Teachers in Action
6. District Implementation Examples
7. Questions and Comments



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**A Look at Learning (A.L.L.)**


1. The teaching and learning message of the *A.L.L.* logo suggests ...
2. The *A.L.L.* logo reminds me of ...
3. The *A.L.L.* logo makes me think of ...



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**What is A.L.L.?**

*A Look at Learning* is designed to maximize English learner academic achievement by:



1. providing job-embedded professional development on research-based practices for English learners
  - ✓ models of exemplary practices
  - ✓ strategies
  - ✓ student work
  - ✓ grade level/department collaborations
  - ✓ reflections
2. providing coaching support to teachers.

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## A.L.L. Observation Cycle

```

    graph TD
      A((A  
Pre-observation  
Planning  
Teacher plans an ELD or  
SDAIE lesson and  
identifies a focus area  
for observation.)) --> B((B  
Observation  
Observer records evidence  
related to the selected  
focus area.))
      B --> C((C  
Post-observation  
Debriefing  
Teacher and observer  
reflect on the selected  
focus area and identify  
next action steps.))
      C --> A
    
```

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## Ten Research Highlights

Evidence	Research
	1. Strong primary language background (August & Shanahan, 2006; Genesee et al., 2006; Goldenberg, 2008)
	2. Equitable classroom environment (Gibbons, 2002; Marzano, 2007; Olsen 2006)
	3. High quality interactions (Gibbons, 2002; Marzano, 2007; Walqui, 2000; Zwiers, 2007)
	4. Explicit, structured, and interactive instruction (August & Shanahan, 2006; Goldenberg, 2008; Marzano, 2007)
	5. Clear content and language objectives (Goldenberg, 2008; Hill & Flynn, 2006; Marzano, 2007; Zwiers, 2008)

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## Ten Research Highlights

Evidence	Research
	6. Students grouped in a variety of ways (Gibbons, 2002; Marzano, 2007; Zwiers, 2008)
	7. Cognitively engaged in the learning process (Cummins, 2001; McLaughlin, et al., 2005; Solis, 2008)
	8. Opportunities to reflect on students' own learning (Chamot & O'Malley, 1994; Marzano, 2007)
	9. Academic oral language development (August & Shanahan, 2006; Genesee et al., 2006; Goldenberg, 2008)
	10. Practice and application opportunities (Chamot & O'Malley, 1994; Gibbons, 2002; Marzano 2007)


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## ELD and SDAIE: The Distinctions

The Distinctions		
English Language Development ELD		Specially Designed Academic Instruction in English SDAIE
<ul style="list-style-type: none"> <li>Develop proficiency in English</li> <li>Learning content knowledge is a secondary purpose</li> </ul>	<b>Purpose</b>	<ul style="list-style-type: none"> <li>Develop knowledge in content areas</li> <li>Learning English is a secondary purpose</li> </ul>
<ul style="list-style-type: none"> <li>Instructional content is based on students' English proficiency levels</li> </ul>	<b>Content Focus</b>	<ul style="list-style-type: none"> <li>Grade-level content is presented</li> </ul>
<ul style="list-style-type: none"> <li>All English</li> <li>Students are expected to use English to communicate in student-to-teacher and/or student-to-student interactions</li> </ul>	<b>Language of Instruction</b>	<ul style="list-style-type: none"> <li>English; however, primary language assistance may be used for clarification when necessary</li> <li>Students may use their primary languages, particularly in student-to-student interactions</li> </ul>
<ul style="list-style-type: none"> <li>Beginning</li> <li>Early Intermediate</li> <li>Intermediate</li> <li>Early Advanced</li> <li>Advanced</li> </ul>	<b>Language Proficiency Levels</b>	<ul style="list-style-type: none"> <li>Most appropriate for intermediate and above intermediate levels of English proficiency, but SDAIE is also necessary for content area instruction in grades K-3</li> </ul>

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## System Tools



- ELD Observation Summary Form
- SDAIE Observation Summary Form
- Pre-observation Planning Guide
- Post-observation Debriefing Guide
- Observation Notes Pages for ELD and SDAIE Settings
  - Glossary of Terms
  - Videos
  - Video Supplements

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## ELD/SDAIE Observation Summary Form (K-12)

Focus Area	Teacher Practice		Student Engagement
I. Learning Environment	A. Engaging Students	B. Promoting Equity and Inclusion	C. Student Behavior to Be Observed
II. Planning	A. Ensuring Full Access to Curriculum	B. Building High Quality Instruction and Materials	C. Student Behavior to Be Observed
III. Applying Best Teaching and Learning Strategies	A. Accessing Background Knowledge	B. Scaffolding Instruction	C. Student Behavior to Be Observed
IV. Using Assessment for Differentiation	A. Differentiating Instruction	B. Using a Variety of Assessment Strategies	C. Student Behavior to Be Observed

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## Representation of Applying Best Teaching and Learning Strategies




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## 4<sup>th</sup> Grade English Language Development Lesson

Intermediate CELDT Level

**Content Objective:**  
**SWBAT** predict outcomes in a literary selection.

**Language Objective:**  
**SWBAT** speak in complete sentences using academic language frames to state their predictions and to make inferences.



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### Observation Focus: Accessing Background Knowledge

What are the characteristics of high quality instruction?

- Assess what students already know
- Access or build prior knowledge
- Link what students know to new learning
- Stimulate student interests



### Discussion Protocol

#### Warm Stems

- Something I learned from observing this lesson is ....
- From the lesson, I value ....
- I was impressed with the way the teacher/students...
- It was really effective when the teacher asked the students to...
- The students were very engaged when the teacher asked them to ...

#### Cool Stems

- I liked that the teacher .... I wish I had seen more of ....
- I appreciated the fact that the teacher .... To take the lesson further, s/he might ... as a next step.
- I would like to ask the teacher if she/he has thought about modifying/adding, ...



### 4<sup>th</sup> Grade ELD Video Clip

Focus Area: Applying Best Teaching and Learning Strategies – Accessing Background Knowledge



### Strategies Demonstrated

- Stated lesson objectives
- Reviewed different types of thinking maps
- Used and modeled sentence starters
- Used gestures
- Used thinking chips during structured discussion
- Provided choices for students
- Used graphic organizer (multi-flow map)
- Provided positive feedback
- Used positive language
- Structured partner share and cooperative groups



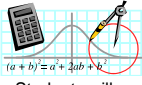
## Student Engagement Demonstrated

- Read the objectives in unison
- Repeated chant in unison
- Acted out the chant
- Showed thumbs up when they were ready
- Used sentence starter when making their prediction
- Engaged in structured academic discussion using thinking chips
- Pointed to the scribe in the group
- The scribe wrote the group's opinion on a sticky note and reported it out in a complete sentence

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## 9<sup>th</sup>-12<sup>th</sup> Grades Algebra 1 SDAIE Lesson

- Intermediate CELDT Level
- **Content Objective:**  
**SWBAT** factor trinomials of the form  $x^2 + bx + c$ . Students will be able to use factoring to solve problems involving area and dimensions.
- **Language Objective:**  
**SWBAT** discuss orally how to factor a trinomial using the correct academic vocabulary in this unit.  
 Vocabulary words: monomial, degree, polynomial, leading coefficient, binomial, trinomial, roots, factor, zero of a function



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## Observation Focus: Developing Academic Language


**What are the characteristics of high quality instruction?**

- Explicitly teach vocabulary
- Provide opportunities for using oral language
- Provide structured opportunities to practice and apply new learning
- Design learning experiences that allow all students to participate
- Ensure all students actively participate in learning experiences

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## 9<sup>th</sup>-12<sup>th</sup> Grades Algebra 1 SDAIE Video Clip

Focus Area: Applying Best Teaching and Learning Strategies – Scaffolding Instruction



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## Strategies Demonstrated

- Stated the content and language objectives
- Used talk-through and think aloud to explain the steps in factoring trinomials
- Modeled use of a sentence frame
- Provided opportunities for students to chorally practice the sentence frame
- Provided choices for students
- Showed respect to students
- Used white board
- Structured partner and table group work
- Used the gradual release model "I do, We do and You do"

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## Student Engagement Demonstrated

- Repeated sentence frame aloud chorally as a class
- Used sentence frames and white boards when solving the trinomial problem
- Talked to a partner and with table mates using the sentence frame to describe how they solved trinomial problems

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## Campbell Union Elementary School District

### District Profile:

- 33% English Learner (2420 students)
- Diverse district
- 5 Elementary Schools, 3 Middle Schools
- API EL Sub. group +55 points in 2 years
- Missed AMAO Goal #3 in 2009-10

## Campbell A.L.L. Goals

- Enable teachers, coaches, and administrators to understand key features of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) settings
- Develop an existing cadre of coaches
- Provide a system of tools to promote teachers' implementation of research-based best practices
- Build from existing district professional development

### 2009-10 Implementation

- District-wide Professional Development Day (August)
- On-going training for coaches and administrators
- Development of site-level coaching and implementation plans
- Gain familiarity with *A.L.L.* tools and build a coaching community



### Next Steps

- Increased time for coaching and increased professional development for coaches using best practices and *A.L.L.* tools
- Alignment of *A.L.L.* coaching tools with Systematic ELD, GLAD, and existing curriculum



### Evergreen School District

#### District Profile

- 3,945 EL students
- Diverse district
- 15 Elementary Schools, 3 Middle Schools
- District has made AMAO 1,2, and 3 each year



### Evergreen *A.L.L.* Goals

- Further support teachers in their EL instruction
- Further understand SDAIE and ELD
- Provide more research-based Professional Development
- Continue to strengthen the existing coaching model and build professional learning communities



## Next Steps

- Continue to build the PLC around best practices
- Hopefully expand to at least one more school



## 2009-10 Implementation

- Training for District EL Coaches
- Build awareness of *A.L.L.* components
- Review specified components with English Learner Facilitators
- Implement at two Title 1 Schools



## For More Information

**For a copy of the PowerPoint file**  
Visit <http://www.sccoe.org/depts/ell/all.asp>

**For access to the video clips, e-mail**  
Patricia Ho at [patricia\\_ho@sccoe.org](mailto:patricia_ho@sccoe.org)

The video clips will be posted until June 30, 2010.

