

# Building Capacity for increasing English Learners' Academic Achievement

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# Topics

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1. Rationale
2. What is *A Look at Learning*?
3. Ten Research Highlights
4. *A.L.L.* Teacher in Action
5. Implementation Examples
6. Goals of the *A.L.L.* Collaborative
7. Questions and Comments

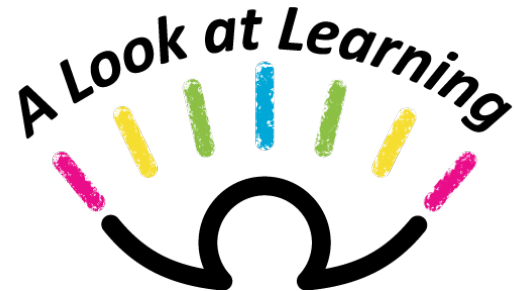


# Rationale

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- Respond to the need for teachers to implement research-based strategies for English learners in the classroom.
- Provide job-embedded long-term professional development that is sustainable, coherent and that builds district/school capacity with EL expertise.





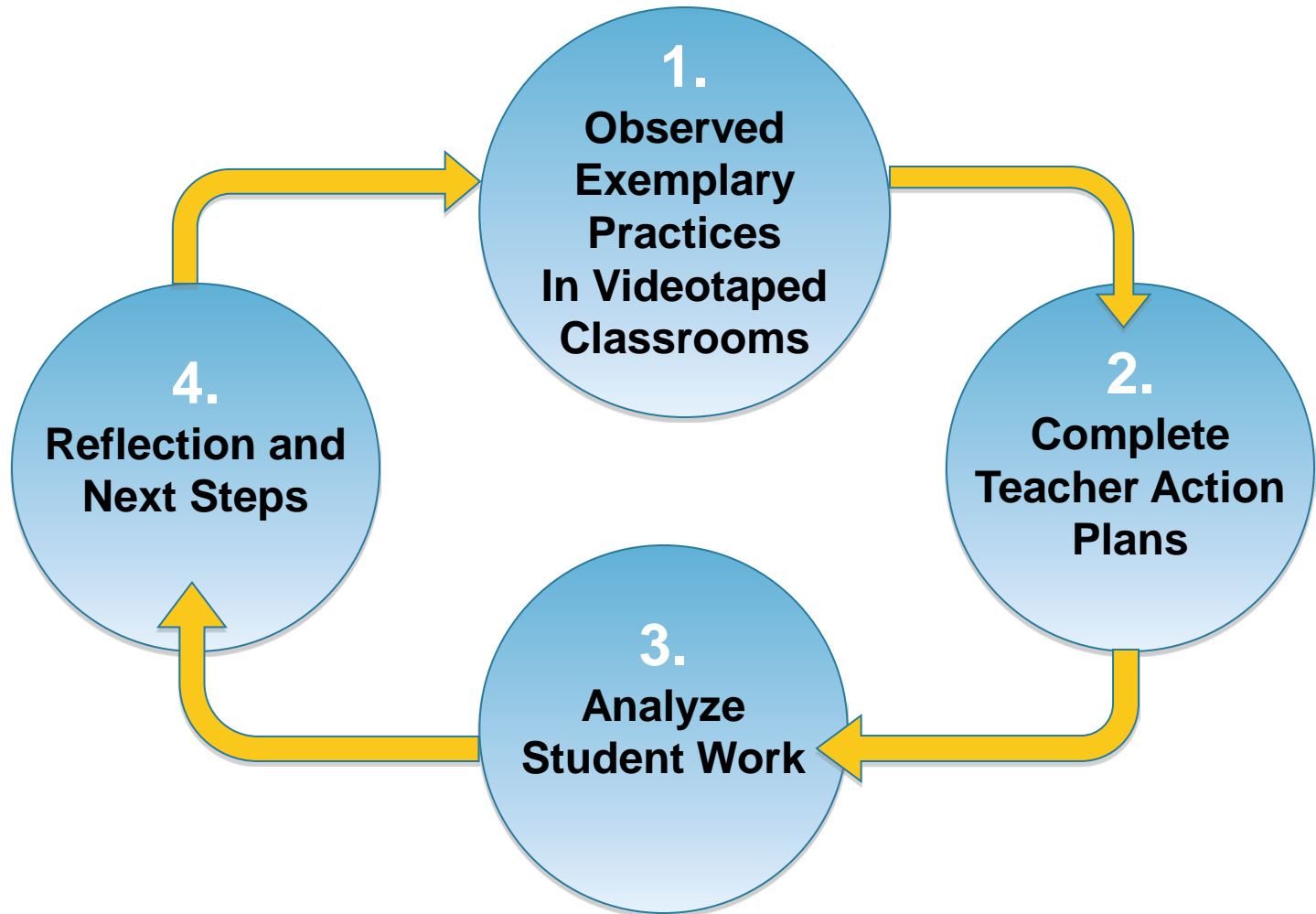
# What is *A.L.L.*?

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

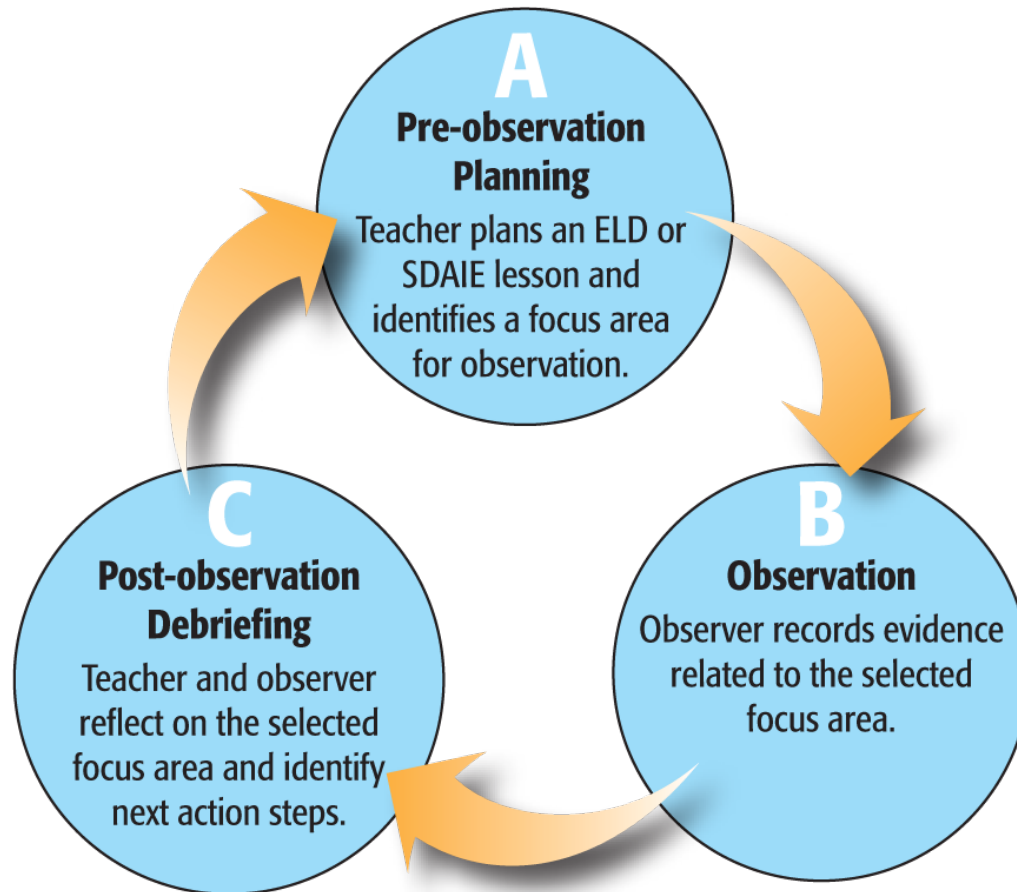
1. providing job-embedded professional development on research-based practices for English learners
2. providing coaching support to teachers



# Cycle of Inquiry for Collaborative Teams



# A.L.L. Observation Cycle





# Ten Research Highlights

Evidence	Research
	<p><b>1. Strong primary language background</b> (August &amp; Shanahan, 2006; CDE, 2010; Genesee et al., 2006; Goldenberg, 2008)</p>
	<p><b>2. Equitable classroom environment</b> (CDE, 2010; Gibbons, 2002; Marzano, 2007; Olsen 2010)</p>
	<p><b>3. High quality interactions</b> (CDE, 2010; Gibbons, 2002; Marzano, 2007; Walqui, 2000; Zwiers, 2007)</p>
	<p><b>4. Explicit, structured, and interactive instruction</b> (August &amp; Shanahan, 2006; CDE 2010; Goldenberg, 2008; Marzano, 2007)</p>
	<p><b>5. Clear content and language objectives</b> (CDE, 2010; Goldenberg, 2008; Hill &amp; Flynn, 2006; Marzano, 2007; Zwiers, 2008)</p>



# Ten Research Highlights

Evidence	Research
	6. Students grouped in a variety of ways (CDE 2010; Gibbons, 2002; Marzano, 2007; Zwiers, 2008)
	7. Cognitively engaged in the learning process (CDE, 2010; Cummins, 2001; McLaughlin, et al., 2005; Solis, 2008)
	8. Opportunities to reflect on students' own learning (CDE, 2010; Chamot & O'Malley, 1994; Marzano, 2007)
	9. Academic oral language development (CDE, 2010; August & Shanahan, 2006; Genesee et al., 2006; Goldenberg, 2008)
	10. Practice and application opportunities (CDE, 2010; Chamot & O'Malley, 1994; Gibbons, 2002; Marzano 2007)



# SDAIE Observation Summary Form (K-12)

FOCUS AREA	TEACHER PRACTICE		STUDENT ENGAGEMENT
<b>I</b>	<b>A Engaging Students</b>	<b>B Promoting Equity and Inclusion</b>	<b>C Student Behavior to Be Observed</b>
<b>Learning Environment</b>	<ol style="list-style-type: none"> <li>1. Respect students as capable individuals (CSTP 1, 2, 4)</li> <li>2. Model and teach use of positive language (CSTP 1, 2)</li> <li>3. Provide structured opportunities for independent and collaborative work (CSTP 1, 2, 5)</li> <li>4. Motivate students to initiate their own learning and to participate actively in class (CSTP 1, 2, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Show respect for diverse cultures and perspectives (CSTP 1, 2, 3, 4)</li> <li>2. Establish a climate that promotes fairness and respect (CSTP 2)</li> <li>3. Provide learning experiences that allow all students to participate (CSTP 1, 2, 3, 4, 5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students show respect for diverse cultures (CSTP 1, 2, 3, 4)</li> <li>2. Students demonstrate a sense of fairness and respect by the ways they interact in the classroom (CSTP 2)</li> <li>3. All students participate actively in learning experiences involving all four language domains (CSTP 1, 2, 3, 4, 5)</li> </ol>
<b>II</b>	<b>A Ensuring Full Access to Curriculum</b>	<b>B Building High Quality Instruction and Materials</b>	<b>C Student Behavior to Be Observed</b>
<b>Planning</b>	<ol style="list-style-type: none"> <li>1. Design lessons that align with state-adopted grade-level standards and address both ELD and ELA standards (CSTP 3, 4, 5)</li> <li>2. Plan lessons that reflect the elements of effective lesson design (CSTP 3, 4, 5)</li> <li>3. Focus on understanding content using language functions and forms (CSTP 1, 2, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan for and use recognized best teaching practices (CSTP 2, 3, 4)</li> <li>2. Provide instruction appropriate to students' cognitive levels (CSTP 1, 3, 4)</li> <li>3. Select and adapt core and supplementary content materials appropriate to levels of English proficiency (CSTP 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand the content and language objectives (CSTP 2, 3, 5)</li> <li>2. Students demonstrate the use of learning strategies in their approach to new information (CSTP 1, 3, 4, 5)</li> </ol>
<b>III</b>	<b>A Accessing Background Knowledge</b>	<b>B Scaffolding Instruction</b>	<b>C Student Behavior to Be Observed</b>
<b>Applying Best Teaching and Learning Strategies</b>	<ol style="list-style-type: none"> <li>1. Assess what students already know (CSTP 1, 3, 4, 5)</li> <li>2. Link what students know to new learning (CSTP 1, 3, 4)</li> <li>3. Stimulate student interests (CSTP 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Model language structures and processes (CSTP 1, 3, 4)</li> <li>2. Make connections across content areas, teaching the same concept in broader contexts (CSTP 1, 2, 3, 4)</li> <li>3. Access various learning styles and multiple intelligences (CSTP 1, 3, 4)</li> <li>4. Provide instructional opportunities that develop higher-order thinking skills (CSTP 1, 2, 3, 4)</li> <li>5. Provide opportunities to practice and apply new learning (CSTP 1, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students make connections to real life experiences, prior learning, or other curriculum areas (CSTP 1, 3, 4)</li> <li>2. Students apply English listening, speaking, reading, and writing skills (CSTP 1, 3, 4)</li> <li>3. Students use problem-solving strategies such as note-taking, process of elimination, and categorizing (CSTP 1, 3, 4, 5)</li> <li>4. Students apply, analyze, evaluate, and synthesize new learning (CSTP 1, 3, 4, 5)</li> </ol>
<b>IV</b>	<b>A Differentiating Instruction</b>	<b>B Using a Variety of Assessment Strategies</b>	<b>C Student Behavior to Be Observed</b>
<b>Using Assessment for Differentiation</b>	<ol style="list-style-type: none"> <li>1. Modify instruction to accommodate learners at various academic and language proficiency levels (CSTP 1, 3, 4)</li> <li>2. Modify resources and materials and use appropriate adaptive equipment to support each student's fullest participation (CSTP 1, 2, 3, 4)</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply multiple methods of evaluating learning (CSTP 1, 3, 4, 5)</li> <li>2. Make frequent checks for understanding and instructional adjustments (CSTP 1, 5)</li> <li>3. Offer both formal and informal opportunities for student assessment (CSTP 1, 2, 3, 4, 5)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students demonstrate their understanding through classroom participation, work products, and performances (CSTP 1, 3, 4, 5)</li> <li>2. Students assess their own learning and learning processes (CSTP 1, 2, 3, 4, 5)</li> <li>3. Students seek feedback from the teacher and peers (CSTP 2, 5)</li> </ol>
		<b>Teacher Practice Rubric:</b> 4 = Effective Use 3 = Routine Use 2 = Limited Use 1 = Unobserved Use	<b>Student Engagement Rubric:</b> 4 = Routinely observed 3 = Partially observed 2 = Rarely observed 1 = Unobserved



# Teacher Practice Rubric

## **2 = Limited Use**

Teacher occasionally implements this practice and begins to integrate it into his/her teaching. Unable to determine if practice positively affects student engagement behaviors.

## **4 = Effective Use**

Teacher fine tunes and enhances this practice and integrates it into his/her overall teaching repertoire with high degrees of effectiveness and fluency. Positive results are evident for most of the English learners as demonstrated by student engagement behaviors.

## **1 = Unobserved Use**

Practice is not implemented or observed.

## **3 = Routine Use**

Teacher routinely applies this practice. He/she implements what works and needs to make only minor adjustments to provide consistent differentiated instruction to meet student needs. Positive results occur for some English learners as demonstrated by student engagement behaviors.



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

## SDAIE Lesson

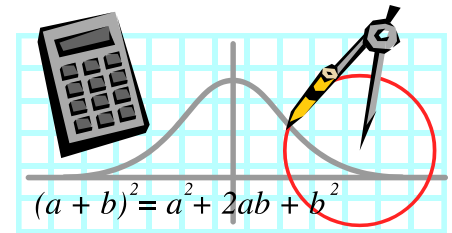
- Intermediate CELDT Level
- **Content Objective:**

Students will be able to factor the trinomial  $x^2 + bx + c$ .

- **Language Objective:**

Students will be able to use content vocabulary and sentence frames to identify the correct sequence of factoring a trinomial.

Vocabulary words: monomial, degree, polynomial, leading coefficient, binomial, trinomial, roots, factor, zero of a function



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

## SDAIE Video Clip

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# Strategies Demonstrated

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- Stated content and language objectives.
- Provided sentence frames to the students.
- Modeled how to use the frames.
- Modeled how to verify an answer.
- Provided whole group opportunity for students to read the sentence frames orally.



# Student Engagement Demonstrated

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- Recorded notes
- Factored a trinomial
- Practiced the sentence frames orally
- Used white boards



# 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**



# Implementation Model of *A.L.L.* 2009-10

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## **Patterson Joint Unified School District:**

**(All district sites are participating)**

- Over 5,100 students (41% ELs)
- One high school, one Alt. Ed., one middle school and 6 elementary schools



# Patterson Joint Unified School District Storyboard 2009-10



## 1. Needs

CST assessments show that there is an achievement gap between the subgroups for white students and ELs. Six school sites are in PI and the district is in DAIT. AMAOs show that long term EL students are not succeeding. There is a need for staff development based on these student results.

## 2. Outcomes

Teachers will refine their teaching skills by engaging in best learning practices in these areas:

- a) peer coaching,
- b) video analysis of effective instruction,
- c) lesson studies,
- d) building EL expertise and capacity through observations and
- e) giving teachers feedback.

## 3. Participant Identification

Eight target teams with a total of 75 teachers/coaches participated in the observation cycles. Grayson has all teachers implemented collaborative sessions and coaching. Leadership teams have been selected to participate based on data and professional development history. Other district teachers receive training in strategies only.

## 4. Focus and Approach

Apply best teaching practices in SDAIE/ELD areas to improve academic achievement for ELs. Utilize A.L.L. tools for meaningful dialogue about student work and effective practice as defined by current research.



## 5. Action Steps

Stanislaus County Office of Education and district office attended the Trainer of Trainers professional development through Santa Clara COE. Stanislaus County provided additional training and support with professional development to site leadership teams throughout the cycles. The sites reinforced professional development w/ video analysis. Site coaches provided support to teacher teams and facilitated the peer observation model for 3 observation cycles during the school year. Teams will be used as leaders and models for ongoing PD with district staff.

## 6. Results

All sites showed growth in API EL subgroups this year. Creekside Middle School correlated the 54 point gain to their professional development and participation in A.L.L. Las Palmas EL subgroup gained 17 points. Grayson school increased to 801 point in the API.

## 7. Lessons Learned/Next Steps

- a. Simplify observation cycle and paperwork used for data collection.
- b. Continue the peer observation and coaching model.
- c. Continue observation debriefs using warm and cool stems, but create stems to push thinking.
- d. Create student work rubrics for analysis.

# Patterson Joint Unified School District Storyboard 2009-10

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# **Patterson Joint Unified School District Storyboard 2009-10**

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# Patterson Joint Unified School District Storyboard 2009-10

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# Patterson Joint Unified School District Storyboard 2009-10

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# Patterson Joint Unified School District Storyboard 2009-10



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# Patterson Joint Unified School District Storyboard 2009-10

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# Results from Patterson Joint Unified School District

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- Growth on EL API in all school sites
- 115 points gain on EL API at Grayson School
  - Hispanic or Latino 97%
  - Free and reduced priced lunch 85%
  - English learners 74%



# Results from Patterson Joint Unified School District

## Annual Measurable Achievement Objectives (AMAOs)

AMAO 1 % Meeting Target		AMAO 2 % Meeting Target		ELA EL % Proficient		Math EL % Proficient	
2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
56.7%	59.2%	33.5%	Less than 5 Yrs Cohort 19.7%	30.7%	33.8%	36.8%	41.5%
			5 Yrs or More Cohort 47.9%				



# Results from Patterson Joint Unified School District

English Learners API		
	2009	2010
School	API	API
Apricot	767	810
Grayson	681	796
Northmead	684	704
Walnut Grove		689
Las Palmas	674	688
District-wide	653	677
Creekside	611	664
PHS	625	633



# A.L.L. Collaborative

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## Goals:

1. Structure systemic effort in supporting achievement of all students, particularly English learners
2. Build district and school capacity in developing leaders with English learner expertise



# A.L.L. Collaborative



3. Promote teacher efficacy by focusing on aligning practices with the needs that are shown in student achievement data analysis
4. Ensure viable systemic professional development for teachers of English learners
5. Leverage resources across districts within county and across counties



# Project Evaluation Questions

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1. How well are teachers able to implement all of the components of the **A.L.L.** system?
2. Do EL students demonstrate increased acquisition of English and student achievement when they participate in classrooms that use the **A.L.L.** system?



# Project Evaluation Questions

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3. How do school and district leaders support and build the capacity of teachers to implement the ***A.L.L.*** system?
4. What factors accelerate the implementation of the ***A.L.L.*** system?
5. What factors impede the implementation of the ***A.L.L.*** system?



# For More Information

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**For more information or to register for the  
*A Look at Learning Showcase***

visit [alookatlearning.org](http://alookatlearning.org)

## **Contact**

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