

# *A Look at Learning:*

A Comprehensive System Designed to Maximize Student Achievement

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## **CABE 2010 Conference**

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# Agenda

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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. Implementation Examples
7. Questions and Comments



# A.L.L. Collaborative

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## Goals:

1. Structure systematic 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 the alignment of practices with needs 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



# Rationale

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*Many current classroom observation tools primarily focus on the observation of teaching strategies. We believe that it is important to include a strong focus on student learning as the end goal.*

*Advocates of this approach (including many teacher-trainers, administrators and academic coaches) believe that the observation of student engagement and learning provides equally valuable feedback to guiding improvements in teacher practice.*



# 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 in videotaped classrooms
  - ✓ strategies
  - ✓ student work
  - ✓ grade level/department collaborations
  - ✓ reflections
2. providing coaching support to teachers



# Teacher Action Plan Cover Sheet

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## **1. State the Standard(s)**

## **2. Content Objective**

- How is the objective measured?
- What is the expected level/score to meet standard?

## **3. Language Objective**

- How is the objective measured?
- What is the expected level/score to meet standard?

## **4. Materials Used**

## **5. Evidence of Student Learning**

## **6. Instructional Strategies Used**



# Teacher Action Plan Implementation Reflection

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1. Review your team's action plan
2. Review student work samples
  - a. How do your student work samples reflect students' learning of content and language objectives?
  - b. Which part of the student work reflects learning the content objective?
  - c. Which part of the student work reflects learning the language objective?
  - d. Complete Teacher Reflection B after reviewing student work samples.



# Teacher Action Plan Implementation Reflection

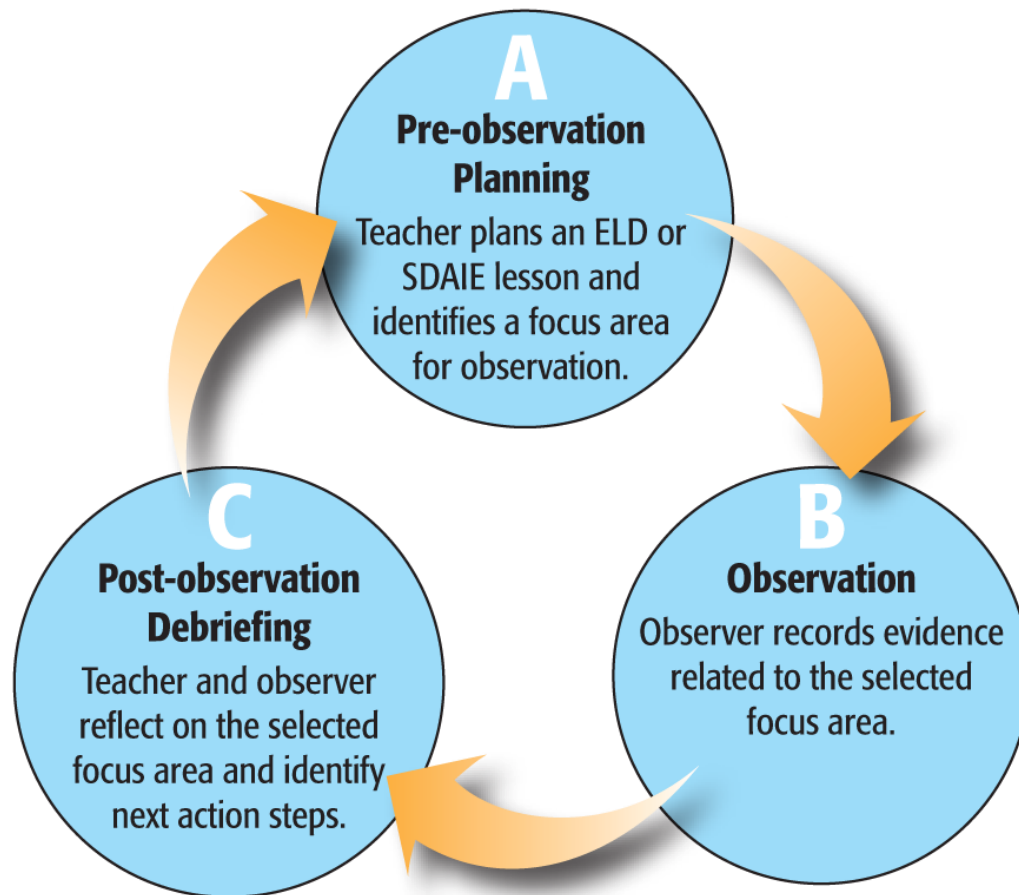
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Be prepared to share out

1. Which instructional strategy was implemented?
2. What is one success?
3. What is one challenge?
4. What did you learn by reviewing student work samples side by side with the content and language objectives?



# A.L.L. Observation Cycle





# Ten Research Highlights

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



# 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)



# 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**



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

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



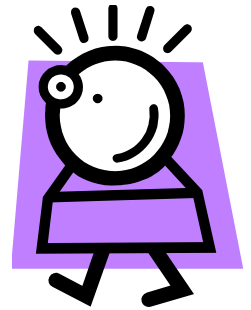
# 4<sup>th</sup> Grade English Language Development Lesson

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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.



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

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



# Strategies Demonstrated

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- 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

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- 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



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

## SDAIE Lesson

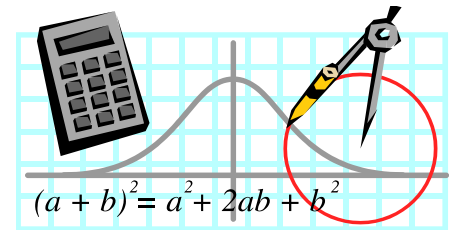
- Intermediate CELDT Level
- **Content Objective:**

**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



# Observation Focus: Scaffolding Instruction

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

- Model Language structure and process
- Make connection across the content areas
- Access various learning styles and multiple intelligences
- Promote higher order thinking and purposeful interaction
- Provide opportunities to practice and apply new learning



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

## SDAIE Video Clip

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



# Strategies Demonstrated

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- 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”



# Student Engagement Demonstrated

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- 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



# Implementation Model

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## Dent and Farmington Elementary Profiles:

**(2 of the 4 elementary schools in Escalon Unified School District; within the two schools, only grades K-3 are working with A.L.L.)**

- Dent - 28% English Learner (231 students total)
- Farmington – 52% English Learner (141 students total)
- At Dent there are approximately 4 teachers per grade level for grades K-3. At Farmington there is one teacher per grade level.
- District API EL Sub. group rose 26 points in 2009 after a two year dip
- Missed AMAO Goal #3 in 2009-10



# Implementation Model

## Dent/Farmingington *A.L.L.* Goals

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- Build district and school capacity to promote system-wide instructional improvement.
- Begin the process of examining student learning at grades K – 3 through “A Look At Learning”.
- “A Look At Learning” will support Teachers of English Learners through collaboration focusing on student engagement and student achievement.
- Build from existing district professional development in GLAD.



# Implementation Model

## 2009-10 Implementation

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- Met with District/Site Leadership Team October 5, 2009 to outline the technical support provided by SJCOE.
- November 9 – A.L.L. Orientation for 32 K – 3 teachers led to Focus Area Selection; “Planning”.
- Established calendar of dates for continuing work during site Collaboration Days; 90 minutes per session divided between K-1 teams and 2-3 teams.
- Four Follow up dates to implement the model and establish Action Plan Cycle



# Implementation Model

## Next Steps

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- Move from “Planning” Focus Area to “Applying Best Teaching and Learning Strategies” in the 2010 – 2011 school year.
- Alignment of A.L.L. coaching tools with, GLAD, and existing curriculum.
- Move from examination of student work to peer and coach teacher observations in the 2010 – 2011 school year.



# Implementation Model

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

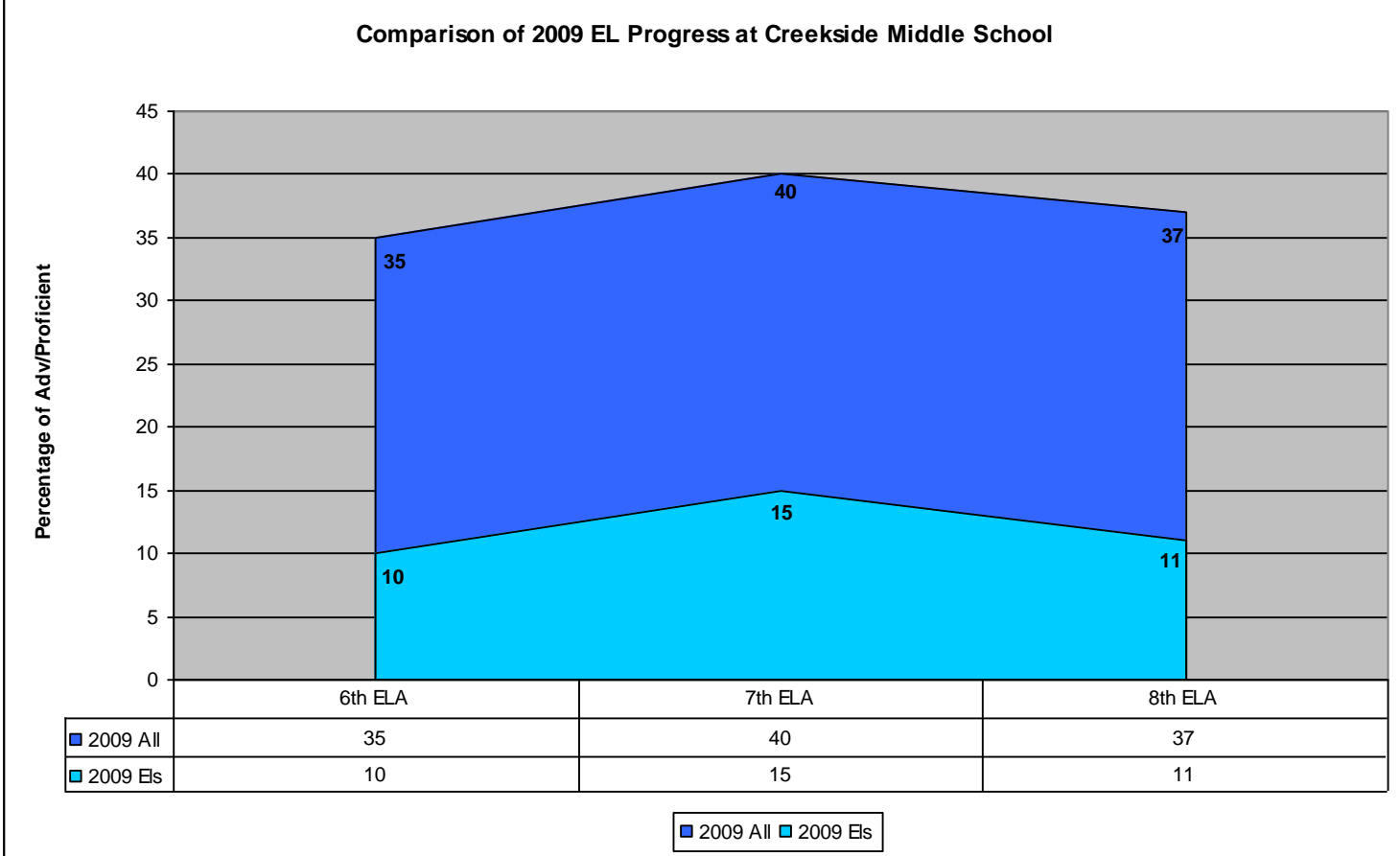
**(All district sites are participating in Year One of *A.L.L.*)**

- One high school, one Alt. Ed., one middle school and 6 elementary schools. Total student population is over 5,100 and approximately 41% English Learners.
- Each site has analyzed student achievement data, considered the professional development history, the implementation of EL methodology and has identified the area of focus. Some sites have focused on only ELD or SDAIE but the secondary schools select by department.



# Creekside Middle School

Comparison of 2009 EL Progress at Creekside Middle School



# A.L.L. Goals

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- To implement a district-wide English Learner program review that would address differentiation and appropriate research-based EL methodology.
- Stanislaus COE initiated a plan to individualize the implementation of A.L.L. that would meet the needs of each site.
- “A Look At Learning” will support Teachers of English Learners through collaboration focusing strategic steps using sound tools for observation and reflection.



# Professional Development Days

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- Each site received a two hour training on foundations of effective instruction for ELs either during the spring of 2009 or the fall.
- A full-day of training to introduce *A.L.L.* was given on September 17 and October 22.



# Implementation continued:

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- The district has instructional coaches at each site the lead this effort along with the a site administrator. Two follow-up, after school meetings took place to assess and monitor progress.
- Coaches meet with the Assistant Superintendent of Educational Services monthly.
- Each site decides how many teachers participate in the observation cycles but all receive professional development with the videos.



# Next Steps

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- One more meeting is scheduled in May.
- Surveys have provided feedback a couple of times.
- SCOE has participated in a couple of observations and debriefs.
- The district plans to continue with *A.L.L.* next year.



# For More Information

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**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.

