

How can districts and schools build capacity for increasing English learners' academic achievement?



**CENTER FOR THE SUPPORT OF EXCELLENCE IN TEACHING
Stanford University**

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Topics

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





Rationale

- 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.*?



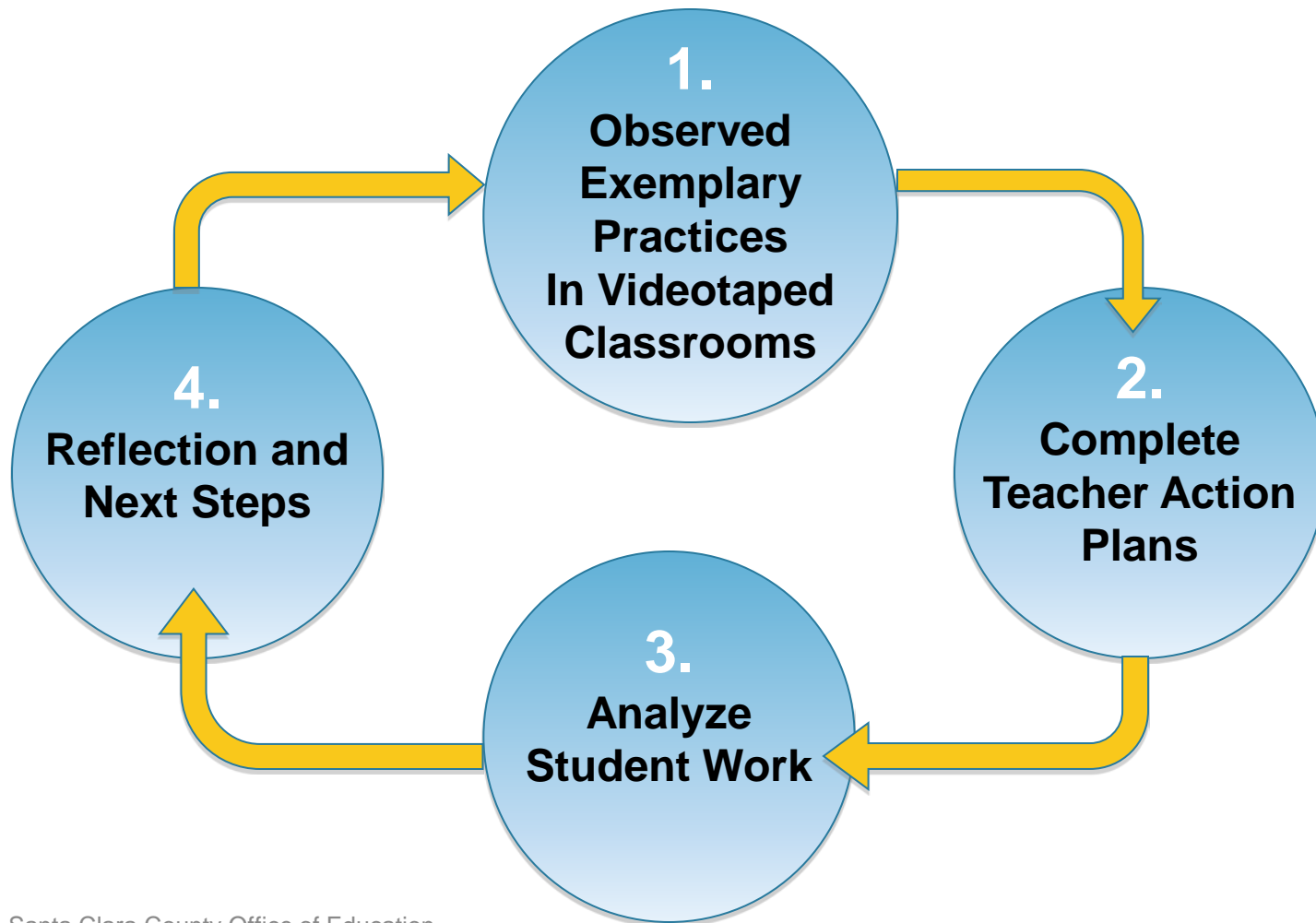
A Look at Learning is designed to maximize English learner academic achievement by:

1. providing job-embedded professional development on research-based practices for English learners
 - ✓ models of exemplary practices in videotaped classrooms
 - ✓ grade level/department collaborations
 - ✓ teacher action plan
 - ✓ student work
 - ✓ reflections

2. providing coaching support to teachers



Cycle of Inquiry for Collaboration Teams





Teacher Action Plan Cover Sheet

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

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.





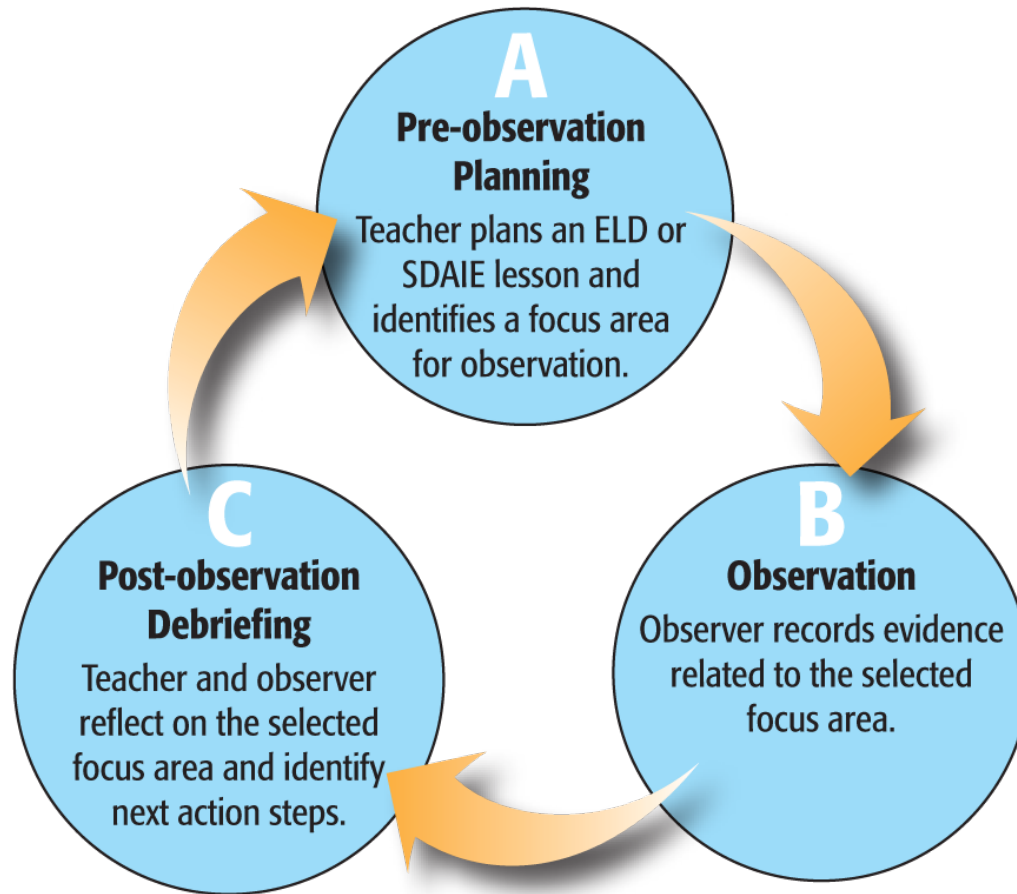
Teacher Action Plan Implementation Reflection

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
	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)



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)

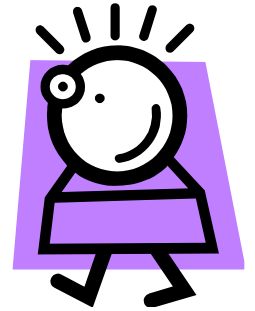


4th Grade English Language Development Lesson

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.



4th Grade ELD Video Clip





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



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
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



ELD Observation Summary Form (K-12)

FOCUS AREA	TEACHER PRACTICE		STUDENT ENGAGEMENT
I	A Engaging Students	B Promoting Equity and Inclusion	C Student Behavior to Be Observed
Learning Environment	<ol style="list-style-type: none"> 1. Respect students as capable individuals (CSTP 1, 2, 4) 2. Model and teach use of positive language (CSTP 1, 2) 3. Provide structured opportunities for independent and collaborative work (CSTP 1, 2, 5) 4. Motivate students to initiate their own learning and to participate actively in class (CSTP 1, 4) 	<ol style="list-style-type: none"> 1. Show respect for diverse cultures and perspectives (CSTP 1, 2, 3, 4) 2. Establish a climate that promotes fairness and respect (CSTP 2) 3. Design learning experiences that allow all students to participate (CSTP 1, 2, 3, 4, 5) 	<ol style="list-style-type: none"> 1. Students show respect for diverse cultures (CSTP 1, 2, 3, 4) 2. Students demonstrate a sense of fairness and respect by the ways they interact in the classroom (CSTP 2) 3. All students participate actively in learning experiences involving all four language domains (CSTP 1, 2, 3, 4, 5)
II	A Ensuring Full Access to Curriculum	B Building High Quality Instruction and Materials	C Student Behavior to Be Observed
Planning	<ol style="list-style-type: none"> 1. Design lessons that are aligned with the ELD standards as a pathway to ELA standards (CSTP 3, 4, 5) 2. Focus on understanding language using content for meaningful examples (CSTP 4) 3. Plan instruction that addresses all language modalities (CSTP 1, 4) 	<ol style="list-style-type: none"> 1. Plan for and use recognized best teaching practices (CSTP 3) 2. Use various teaching modalities to encourage oral and written production (CSTP 1, 3, 4) 3. Select and adapt core and supplementary content materials appropriate to levels of English proficiency (CSTP 3) 	<ol style="list-style-type: none"> 1. Students understand the language objectives (CSTP 2, 5) 2. Students engage in language interactions with each other and with the teacher in a variety of ways (CSTP 1) 3. Students demonstrate use of language functions and forms as they communicate (CSTP 1, 2, 5)
III	A Accessing Background Knowledge	B Scaffolding Instruction	C Student Behavior to Be Observed
Applying Best Teaching and Learning Strategies	<ol style="list-style-type: none"> 1. Assess what students already know (CSTP 3, 4, 5) 2. Link what students know to new learning (CSTP 1, 3, 4) 3. Stimulate student interests (CSTP 1, 3, 4) 	<ol style="list-style-type: none"> 1. Model language structures and processes (CSTP 3) 2. Make connections across content areas, teaching the same concept in broader context (CSTP 1, 3, 4) 3. Access various learning styles and multiple intelligences (CSTP 1, 3, 4) 4. Use questioning routines that promote higher-order thinking skills and purposeful interaction (CSTP 1, 3, 4) 5. Provide opportunities to practice and apply new learning (CSTP 3, 4) 	<ol style="list-style-type: none"> 1. Students make connections to real life experiences, prior learning, or other curriculum areas (CSTP 1, 3, 4) 2. Students apply English listening, speaking, reading and writing skills (CSTP 1, 3, 4) 3. Students use problem-solving strategies such as note-taking, process of elimination, and categorizing (CSTP 1, 3, 4, 5) 4. Students apply, analyze, evaluate and synthesize new learning (CSTP 1, 3, 4, 5)
IV	A Differentiating Instruction	B Using a Variety of Assessment Strategies	C Student Behavior to Be Observed
Using Assessment for Differentiation	<ol style="list-style-type: none"> 1. Modify instruction to accommodate learners at various academic and language proficiency levels (CSTP 1, 3, 4) 2. Modify resources and materials and use appropriate adaptive equipment to support each student's fullest participation (CSTP 1, 2, 3, 4) 	<ol style="list-style-type: none"> 1. Apply multiple methods of evaluating learning (CSTP 1, 3, 4, 5) 2. Make frequent checks for understanding and instructional adjustments (CSTP 5) 3. Offer both formal and informal opportunities for student assessment (CSTP 1, 2, 3, 4, 5) 	<ol style="list-style-type: none"> 1. Students demonstrate their understanding through classroom participation, work products, and performances (CSTP 1, 3, 4, 5) 2. Students assess their own learning and learning processes (CSTP 1, 2, 3, 4, 5) 3. Students seek feedback from the teacher and peers (CSTP 5)
Teacher Practice Rubric: 4 = Refining 3 = Routine Use 2 = Initial Use 1 = Orienting			Student Engagement Rubric: 4 = Almost always observed 3 = Sometimes observed 2 = Rarely observed 1 = Never observed



Implementation Model of *A.L.L.*

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



A.L.L. Collaborative

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 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





For More Information

Contact

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For access to the sample video clips, please visit
<http://www.sccoe.org/depts/ell/all/login.asp>

Password: elsuccess

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

