



A Look at Learning Storyboard

School: Dorsa Elementary

District: 2010-11 Year 1 Implementation

County: Santa Clara

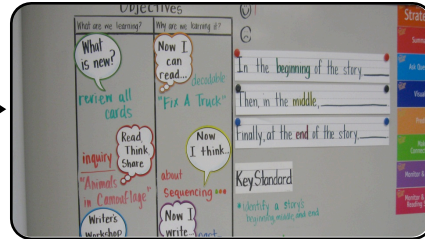
We saw



1. Needs

- CELDT scores decreased in the previous school year
- Academic language development was lacking in all content areas
- Kindergarten and First Grade teachers were unclear how to explicitly teach language while teaching content standards

We committed ourselves to pursue goals



2. Outcomes

- Teachers will develop 2 action plans to scaffold instruction, and support academic language through the use of language frames for Math
- Teachers will plan instruction using the A.L.L. model as a guide
- Students will develop academic language through strategically planned heterogeneous groupings
- Students will develop academic language through the use of sentence frames



3. Participant Identification

- Kindergarten Teachers
- First Grade Teachers
- All Kindergarten Students
- All First Grade Students



4. Focus and Approach

- All teachers focused on **SDAIE Focus Area II: Planning**
- Content Focus Area: Math
- Lead teachers collaborated after each A.L.L. cycle to reflect and discuss best teaching practices

We acted



5. Action Steps

- Presented an A.L.L. overview in grade level teams
- Began video observation cycles while concentrating on Focus Area II
- Planned strategically for language objectives using content vocabulary and differentiated sentence frames to support students' CELDT level
- Completed 2 Teacher Action Plans in Math using A.L.L. model as a guide to support cognitive planning
- Analyzed student work samples, and reflected on teaching practices and implementation according to the plan

We achieved and reflected



6. Results

- Students were more ENGAGED!
- Cognitive planning using A.L.L. supported collaboration
- Vocabulary was used and referred to by students more throughout the lessons
- Students successfully used sentence frames to present their work and support development of academic language
- Teachers reflected on their practice and made adjustments accordingly to support the succeeding cycles of A.L.L.



7. Lessons Learned/Next Steps

- Planning using the A.L.L. model helped support language for ALL students
- Both grade levels decided to use the A.L.L. model to plan during weekly collaboration
- Implement A.L.L. planning for different content areas
- Begin phase 3 and 4 of A.L.L. – peer coaching
- Provide professional developments and support for colleagues at Dorsa and within the district