


A Look at Learning:

A Comprehensive System for Improving English Learners' Academic Achievement

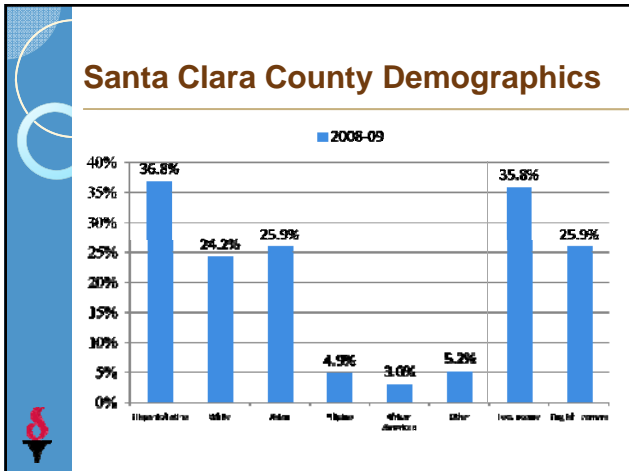


NABE 2010
Denver, Colorado
February 5, 2010

Santa Clara County Office of Education
 Linda Aceves, Chief Academic Officer
 Edith Mourtos, Director, Curriculum and Instruction
 Yee Wan, Ed.D., Coordinator, Multilingual Programs

Santa Clara County Demographics

- Total Santa Clara County K-12 public school enrollment is 261,945
- Total number of ELs 67,943 (26%)
- Top five EL language groups
 - Spanish 66.8%
 - Vietnamese 12.1%
 - Filipino/Tagalog 3.3%
 - Mandarin 3.2%
 - Cantonese 1.7%



Background of A.L.L.

- Response to the NCLB AMAO requirements
- Developed collaboratively with stakeholders
- Piloted with 17 districts in 7 counties that serve over 150,000 students

Outcomes

1. Be able to identify effective instructional strategies that are aligned to research
2. Be able to understand the four focus areas in the *A Look at Learning* system



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. Questions and Comments



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 ...

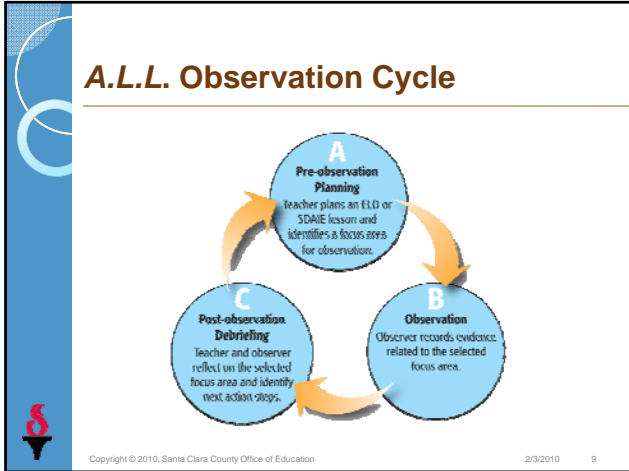


What is *A.L.L.*?

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
 - ✓ teacher action plans
 - ✓ grade level/department collaborations
 - ✓ student work
 - ✓ reflections
2. providing coaching support to teachers





Ten Research Highlights

Evidence	Research
	1. Strong primary language background (August & Shanahan, 2006; Genesee et al., 2006; Goldberg, 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; Goldberg, 2008; Marzano, 2007)
	5. Clear content and language objectives (Goldberg, 2008; Hill & Flynn, 2006; Marzano, 2007; Zwiers, 2008)

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 10

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; Goldberg, 2008)
	10. Practice and application opportunities (Chamot & O'Malley, 1994; Gibbons, 2002; Marzano 2007)

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 11

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

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 12

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

Sample Visual Representation for Applying Best Teaching & Learning Strategies



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.

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, ...

 Copyright © 2010, Santa Clara County Office of Education 2/3/2010 17

4th Grade ELD Video Clip


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



 Copyright © 2010, Santa Clara County Office of Education 2/3/2010 18


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

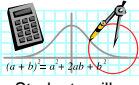
 Copyright © 2010, Santa Clara County Office of Education 2/3/2010 19

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

 Copyright © 2010, Santa Clara County Office of Education 2/3/2010 20

9th-12th 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

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 21

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

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 22

9th-12th Grades Algebra 1 SDAIE Video Clip

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



Copyright © 2010, Santa Clara County Office of Education 2/3/2010 23

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”

Copyright © 2010, Santa Clara County Office of Education 2/3/2010 24

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 in table groups using the sentence frame in solving trinomial problems



Copyright © 2010, Santa Clara County Office of Education

2/3/2010 25

Opportunities for Using A.L.L.

- A model to raise EL academic performance for Title III AMAOs.
- A tool for monitoring continuous improvement in connecting teachers' instructional practice and students' learning outcomes to measure school and district-wide progress.
- A professional development and coaching model.
- A guide for grade level planning or Professional Learning Community (PLC) meetings.
- A tool for meeting the new teacher induction program EL requirements.



Copyright © 2010, Santa Clara County Office of Education

2/3/2010 26

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

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



Copyright © 2010, Santa Clara County Office of Education

2/3/2010 27