

## Presenters:

**Linda J. Carstens, Ph.D.** is the Director of Professional Learning at the LEADS Center at the School of Education, Stanford University. With thirty years of district level administrative experience in California, she has worked in the areas of standards, assessment, curriculum and instruction as part of systemic reform with services for English Language Learners. As a senior researcher and facilitator at WestEd, she provided Title III technical assistance to many California districts.

**Ivannia Soto-Hinman, Ph.D.** is Associate Professor of Education at Whittier College, specializing in language acquisition, systemic reform for English language learners, secondary literacy and urban education. Soto-Hinman serves as a consultant to WestEd and several California districts, providing technical assistance for systemic reform for ELLs and Title III. Last year she was a post-doctoral scholar at Stanford University and co-authored *Literacy Gaps: Building Bridges for ELLs and SELs*.

**Yee Wan, Ed.D.** is the coordinator of the Multilingual Programs at the Santa Clara County Office of Education. She has authored and co-authored several resource materials, including *A Look at Learning: Guide to Observation of ELD and SDAIE Settings*. Currently she is developing videos of teachers' best practices to support the academic achievement of English learners.

## District and County Enrollment:

*A Look at Learning* enrollment occurs annually when agencies complete an MOU with Santa Clara County Office of Education and sign a CCSESA agreement for protocol for county-to county and out-of-county services (California County Superintendents Educational Services Association). License fee is required for the use of materials.

When county offices of education join the *A Look at Learning* collaborative, one county administrator is entitled to a complimentary training of trainers. A second administrator may attend for a fee of \$1,500.

Complete fee structure information for districts and participants is available when districts notify Dr. Yee Wan of their intention to participate in 2010-2011 *A Look at Learning* trainer of trainers professional development session.

## Eligibility:

Participants must hold English learner authorization.

Participants and district agencies must sign a user agreement with the Santa Clara County Office of Education.

## All Participants Will Receive:

- A copy of the *A Look at Learning: Guide to Observation of ELD and SDAIE Settings* including these tools:
  - ELD Observation Summary Form
  - SDAIE Observation Summary Form
  - Pre-observation Planning Guide
  - Post-observation Planning Guide
  - Observation Notes Pages for ELD and SDAIE Settings
  - Glossary of Terms
- A year online access to nineteen ELD and SDAIE instructional videos in grades K-12.
- Nineteen facilitator guides that accompany the ELD and SDAIE instructional videos.

## Training of Trainers Dates:

**Session I** April 27, 28, & 29, 2010

**Session II** July 28, 29, & 30, 2010

**Time:** 8:30 a.m. – 3:30 p.m.

**Location:** Santa Clara County Office of Education  
1290 Ridder Park Drive, San Jose, CA 95131-2304

**Registration Fee:** \$1,500 per California participant  
\$2,000 per non-California participant  
(includes materials, morning refreshments and lunch)

## Follow-up Meeting Dates:

October 5, 2010 3:00 – 6 p.m.

November 9, 2010 3:00 – 6 p.m.

February 1, 2011 3:00 – 6 p.m.

May 3, 2011 3:00 – 6 p.m.

**TOT Refresher:** August 4, & 5, 2010

\$1,000 per California participant

\$1,500 per non-California participant

**Time:** 8:30 a.m. – 3:30 p.m.

**Online Register:** [www.sccoe.org](http://www.sccoe.org)  
Click on "Professional Development"

## Registration Deadline:

**Session I** April 2, 2010

**Session II** June 28, 2010

**Contact:** Patricia Ho (408) 453-4345 or [patricia\\_ho@sccoe.org](mailto:patricia_ho@sccoe.org)

\* A signed MOU is required prior to confirmation of the Training of Trainers attendance



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1290 Ridder Park Drive, San Jose, CA 95131-2304

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# A LOOK AT LEARNING

A Comprehensive System for  
Improving English Learner  
Academic Achievement

**Grades K-12**

**Training of Trainers  
Session I  
April 27, 28, & 29, 2010**

**Session II  
July 28, 29 & 30, 2010**

Santa Clara County  Office of Education

## A Look At Learning Training of Trainers

This training is designed to help districts build capacity in developing a cadre of experts who are highly committed to increase the academic achievement of English learners. This training supports effective implementation of the ELD and academic language development components of the State Board adopted and supplementary materials and SB 472 English Learner Professional Development curriculum for K-12 teachers.

*A Look at Learning Professional Development* model has extensive tools, facilitator guides and video resources linked to the California Standards for the Teaching Profession to provide schools/districts a system that addresses four essential components of effective English learner programs: learning environment, planning, applying best teaching and learning strategies and using assessment for differentiation. Implementing these components requires commitment over a period of years. Results of school implementation can be collected and analyzed annually with attention to specific focus areas if necessary.



### Goal:

In order to increase student achievement, participants will gain information that is necessary to implement and present the comprehensive *A Look at Learning* system to schools/districts.

### Outcomes:

1. Understand the steps in the *A Look at Learning* system.
2. Know how to use *A Look at Learning Professional Development* tools to engage teachers in identifying areas of instructional practice that will maximize student achievement.
3. Recognize effective strategies and student engagement behaviors that support English learners' academic achievement.
4. Recognize student engagement behaviors and analyze student work samples that match lesson objectives and standards.
5. Know how to support teachers' self-reflection through job-embedded training and learning over several years.
6. Build collaborative structure that promotes high quality dialogues to increase student achievement.
7. Know how to set up a school-wide system that measures changes in teacher practice and levels of student engagement, and apply the information to improve student performance.

### ELD Video and Facilitator's Guide Resources

Focus Area	1 <sup>st</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	6 <sup>th</sup> - 8 <sup>th</sup> Grades		9 <sup>th</sup> - 12 <sup>th</sup> Grades
	Early Intermediate & Intermediate CELDT Levels	Early Intermediate CELDT Levels	Intermediate & Early Advanced CELDT Levels	Beginning CELDT Level	Intermediate CELDT Level	Intermediate & Early Advanced CELDT Levels
Learning Environment			✓			
Planning	✓					✓
Applying Best Teaching and Learning Strategies	✓	✓	✓	✓	✓	✓
Using Assessment for Differentiation					✓	

### SDAIE Video and Facilitator's Guide Resources

Focus Area	1 <sup>st</sup> Grade		5 <sup>th</sup> Grade	7 <sup>th</sup> Grades	9 <sup>th</sup> - 12 <sup>th</sup> Grades	9 <sup>th</sup> - 12 <sup>th</sup> Grades
	Reading Language-Arts Writing	Science	Science	Social Science	Biology	Algebra I
Learning Environment				✓		
Planning						✓
Applying Best Teaching and Learning Strategies	✓	✓	✓	✓	✓	✓
Using Assessment for Differentiation					✓	