

## Introduction:

With the release of the new frameworks in English Language Arts and English Language Development (ELA/ELD) and Mathematics, the California Department of Education made a strong commitment and set high expectations for all students to succeed. Designed to provide access for teachers and students, Access for All is a comprehensive professional development system that is designed for teachers across all content areas. Participating educators will develop the strong foundational knowledge and skills necessary to teach literacy and provide explicit English Language Development (ELD) support to students -- both throughout the day and during designated ELD instruction. The system is designed for sites to progress through a sequence of three phases. School sites can make the commitment to join the system after teachers have the opportunity to participate in job-embedded professional development and decide to deepen their use of research-based practices through participating in coaching.

## Objectives:

- Assist site instructional leaders as they build school structures of collaboration that focus on 21<sup>st</sup> century student learning
- Assist teachers as they develop the capacity to provide high quality instruction that will provide access for English learners (ELs) in integrated and designated ELD to ensure that all students will become 21<sup>st</sup> century global citizens with high levels of academic language and the ability to demonstrate real-world application of rigorous academic content

For more information or to register for workshops, please visit <http://mes.sccoe.org/access> or email [AccessforAll@sccoe.org](mailto:AccessforAll@sccoe.org).



# Access for All



A dynamic professional learning system empowering teachers and students with the knowledge and skills to succeed in a global society

Santa Clara County  Office of Education

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## Phase One School

### Focus: Professional Learning

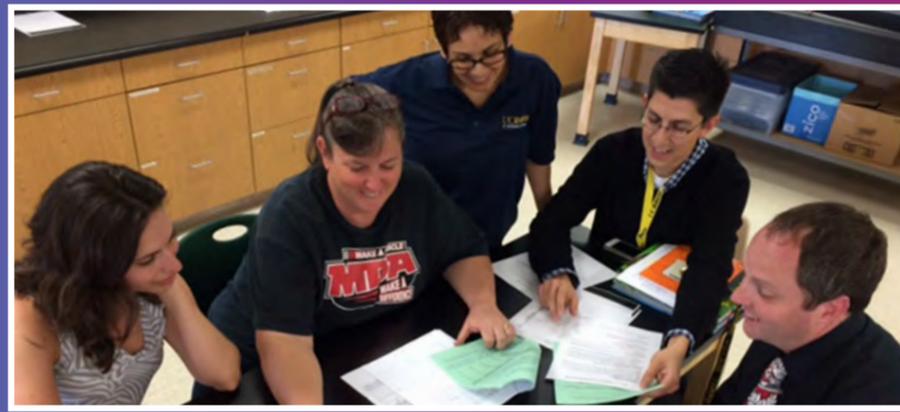
These initial sessions focus on understanding key shifts in the Common Core Era and the 2014 CA ELA/ELD Framework.

#### Administrators:

- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (18 hours)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Attend overview of the Access for All system (1 – 3 hours)

#### At least 50% of the teachers at a site will:

- Participate in a three-day series on the ELA/ELD Framework to Guide Classroom Instruction (18 hours)
- Attend the Overview of the English Language Development (ELD) Standards Training (6 hours)
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Complete individual field work based on the results of the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (5 hours)\*
- Attend overview of the Access for All system (1 – 3 hours)\*
- Be invited to send 1-2 representatives to participate in the Curriculum Leadership Council



## Phase Two School

### Focus: Teacher Collaboration

In phase two, teachers strengthen collaboration across content areas and integrate explicit English language development throughout the day as well as during designated ELD.

#### Administrators:

- Participate in a four-session Learning Circle Network series for administrators with an online collaboration and component (15 hours)
- Establish school structures to support teacher collaboration on a consistent basis
- Co-plan teacher collaboration time with SCCOE experts
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)

#### At least 75% of the teachers at a site will:

- Participate in a four-session Learning Circle Network series with online collaboration (15 hours)
- Apply tools from the Integrated and Designated ELD Toolkit
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)
- Attend overview of the Access for All system (1 – 3 hours)\*
- Be invited to send 1-2 representatives to participate in the Curriculum Leadership Council



## Phase Three School

### Focus: Coaching Network

In phase three, school sites continue to build instructional leadership and capacity with almost all teachers participating in coaching. Teachers will apply research-based practices for powerful instruction.

#### Administrators:

- Join the SCCOE Instructional Coaching Network
- Establish coaching support on a school-wide basis
- Establish school structures to support teacher collaboration on a consistent basis
- Co-plan teacher collaboration time with SCCOE experts
- Participate in an annual showcase at the SCCOE
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)

#### At least 90% of the teachers at a site will:

- Participate in coaching
- Attend customized professional development tailored to the specific needs of their site (15 hours)
- Apply tools from the Integrated and Designated ELD Toolkit
- Engage in cycles of improvement on a school-wide basis
- Collect and analyze student achievement data
- Participate in an annual showcase at the SCCOE\*
- Complete the Online Survey for Transforming Literacy Across the Content Areas in the Common Core Era (1 hour)

#### Notes

- \* Optional
- SCCOE will present recognition at the local school board meeting when schools complete each phase.
- A Memorandum of Understanding will be established based on the technical assistance needed.

#### Expectations of Professional Learning per Phase

- Phase One** 2012 ELD Standards - 6 hours  
2014 ELA/ELD Framework - 18 hours (2 Continuing Education Units will be available)
- Phase Two** Learning Circle Network - 15 hours (1 Continuing Education Unit will be available)
- Phase Three** Customized professional learning based on specific needs at the site - 15 hours (1 Continuing Education Unit will be available)