

Improving Curriculum Implementation in a Dual Language Program through Professional Learning Communities

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Abstract

Dual Language programs have been adopted by many school districts in efforts to provide students with a bilingual, biliterate, and cross-cultural education. These programs not only aim to maintain students' native language while learning a second language, but also attempt to close the achievement gap for English Language Learners (ELLs) and other students of color. In attempt to achieve such important goals, schools often adopt programmatic changes in absence of district support or research based guidelines. Dual language schools who are not following specific dual language guidelines continue to see widening disparities in achievement as the schools transition to more rigorous Common Core State Standards. Research shows that successful dual Language schools must have standards based curriculum, a focus on building teacher knowledge and skill around biliteracy and provide structured learning opportunities for teacher collaboration. This action research sought to build teacher capacity at a Spanish dual school in a low income neighborhood through PLCs and professional development. I facilitated two grade level PLCs to increase teacher content knowledge of the new Adelante and Advance dual language curriculum by Benchmark Learning and increase teacher collaboration and planning in support of student's second language acquisition. This process lead to the creation of a unit planner tool designed to facilitate the planning across the Spanish and English classroom. I found that the intervention resulted in an increase in teacher collaboration, a deeper

understanding of biliteracy strategies and a higher comfort level in implementing the new ELA and SLA curriculum.

Introduction and Context

Closing the achievement gap for English Language Learners (ELLs) and students of color has been in the forefront for educators across the country. In the US, the ELL K-12 population grew by 60% in the last decade, while the general student population grew by only 7%. Fuerza Unified School District's (FUSD) ELL population is 31.7% which is close to one third of the student population (FUSD Roadmap to ELL achievement, 2015). According to the FUSD Balanced ScoreCard, ELL along with African American students continue to persistently be the lowest performing subgroups in nearly all academic performance indicators.

In attempt to close the achievement gap for ELLs and students of color and move towards becoming a multilingual district, Fuerza Unified School District offers seven dual language schools that serve the diverse student population. All of the FUSD dual language programs provide instruction in both English and Spanish either using the 90/10 or 50/50 model. Such programs are growing in popularity in the United States as educators find benefits for both English Language Learners and native English speakers (Thomas and Collier, 2012). In a 3 year study conducted by George Mason University Professors Emeriti Virginia Collier and Wayne Thomas, English Language Learners, African American native English speakers and students of low socioeconomic status have higher reading and math scores and much smaller achievement gaps when compared to the same group of students who are not in dual language programs (Thomas and Collier, 2012). A partnership between the Stanford Graduate School of Education and San Francisco Unified School district conducted in 2014 in attempt to examine ELL performance in various types of bilingual settings, concluded that dual language immersion schools perform better over the long term. They not only catch up to their peers in English only classrooms, but they eventually surpass them both academically and linguistically (Hamayan, Genesee & Cloud, 2013).

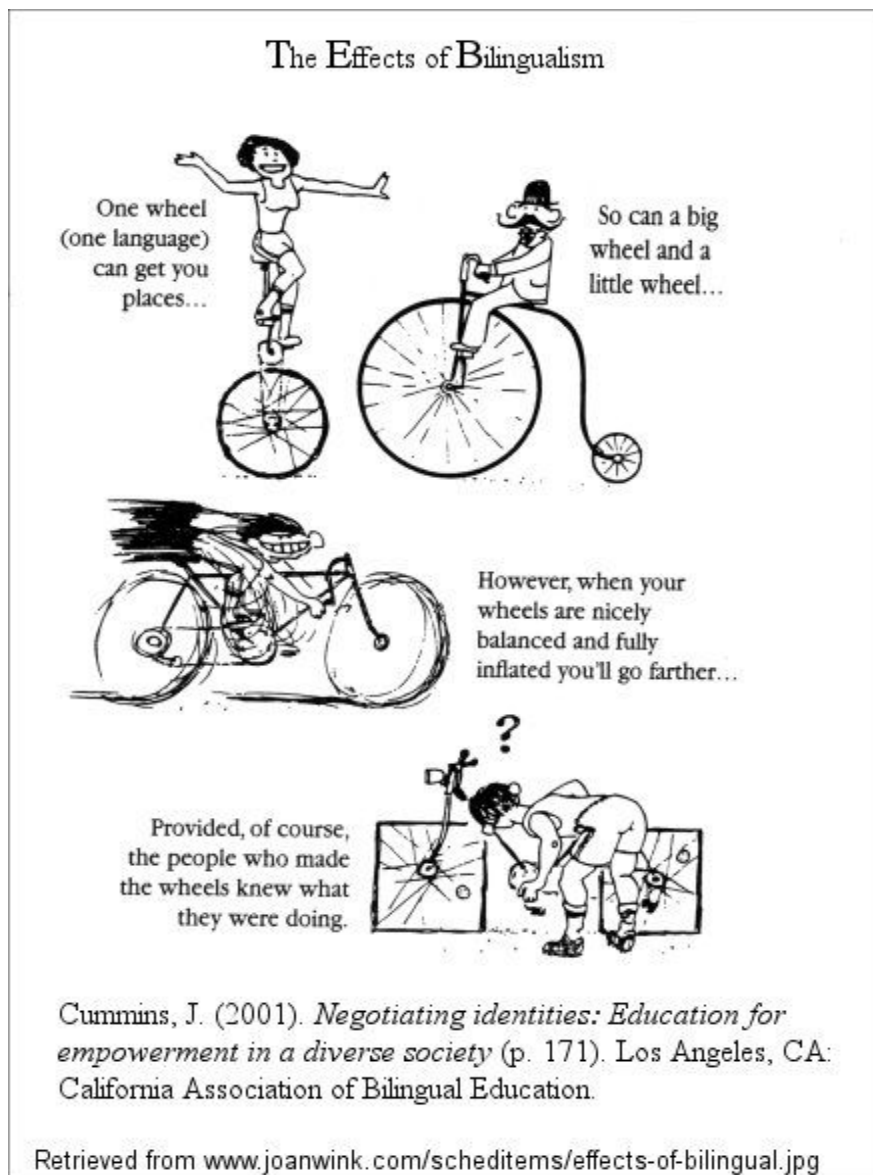
Dual language programs across the country vary in scope, but the goals for all programs is to promote bilingualism, biliteracy, and cross-cultural competence (Thomas and Collier, 2014). Students learning in the target language maintain their native language while learning a second language and develop pride in their own culture while developing cross cultural understanding. What is not coherent among the programs is the path to this dream. Dual Language programs vary from Two-Way 50/50 Model, One-Way 50/50 Model, and 90/10 models, and what continues to come up for educators across the country, including FUSD is the question on which are the best literacy practices to teach language and reading (Thomas and Collier, 2012). In FUSD, there are seven dual language programs and implementation is varied. While having autonomy to create a program has its benefits, this autonomy has not served Fuerza, since the school has had consistent leadership turnover for the past six years which has negatively impacted program vision and cohesion.

The majority of students entering public schools are students who grow up in homes hearing and speaking other languages other than the Standard English taught in schools (Garcia, 2009). Most of the students entering our schools, were born in the United States. Spanish English Language Learners are exposed on a daily basis to their home language and high levels of English in their daily interactions with society. Our African American students enter the classroom speaking African American Language, a language taught to them by their parents, grandparents and their community (Hollie, 2001). Acknowledging the existing bilingual skills our students bring to schools is important as we move towards biliteracy.

The path towards biliteracy is very different from the path towards literacy in one language. Most dual language schools methodology relies on teaching exclusively through the target language with the rigid separation of languages. The research behind this type of pedagogy is based on monolingual instructional build on the research of foreign/second language teaching and bilingual/immersion education (Cummins, 2007). Based on Cummins research on Interdependence Hypothesis from 1971, teaching in silos does not facilitate language transfer and in fact might actually impede it (as seen in Table 1). Given that our students are growing up in a bilingual environment, we should be moving away from sequential literacy instruction and moving towards acknowledging our students capacity to use all their language resources.

Further, in dual language programs, successful outcomes result from a program model that are grounded in sound theory and best practices based on second language acquisition research of the population it serves (Montecel & Cortez, 2002). Considering the Fuerza elementary's bilingual student population, it would be wise to explore the relationship between language, culture and literacies and how they interact with the curriculum and how we can be more inclusive of the language resources students already bring to the classroom.

Figure 1: The Effects of Bilingualism



Problem of Practice

Fuerza Elementary School became a Two-Way dual language program in 2012. A two-way dual language program is based on the premise that two groups of students (each with different home languages, one of them being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages. Around the same time FUSD moved away from the adopted curriculum Open Court. During this period of time, schools were encouraged to adopt a new approach to literacy instruction called balanced literacy. As a DL school, teachers were encouraged by the district to write their own units based on the science Foss curriculum. For seven years, novice and expert teachers were writing their own science based literacy units with limited support and metrics from the district and especially for Spanish teachers who were further challenged by the lack of materials and resources in Spanish. Fuerza provides instruction in both English and Spanish to native Spanish speakers and Spanish learners. Each class of students shares two teachers, one Spanish and one English. Due to the fact that students have two teachers who provide instruction in English and Spanish, it is important that teachers to plan lessons together in order to align their literacy lessons with Common Core State Standards and to ensure that their literacy instruction builds on each other and students are not learning different literacy strategies in the different languages.

Data collection through interviews and classroom observation, revealed that 50% grade level teams were not planning together and students were learning different literacy strategies. There was a disconnect between what was said was being done and what was actually occurring in the classroom. During grade level meetings, teachers explained how students they received the current year were simply not prepared and that DRA/EDL reading scores were not meeting grade level expectations and teachers questioned the validity of certain scores. While some teachers supported balanced literacy and welcomed the opportunity to write their own units, the transfer of skills and knowledge from the year prior were not being seen by the incoming teacher. The lack of resources and curriculum was mostly felt by the Spanish teachers who often had to translate and create Spanish material. This was coupled with new teachers experiencing most

difficulty teaching as they struggle with management and were not able to provide quality literacy instruction. This attributed to a high turnover in teaching staff especially among the Spanish teachers. Fuerza, teachers were not using consistent reading strategies that developed language and literacy and that build towards biliteracy (Urow and Beeman, 2017). Although research findings support effectiveness of dual language programs in addressing achievement gaps, students at Community United have not been able to reach academic district benchmark. The Spring 2016-2017 DRA data demonstrates that 46% of Fuerza students are at or above benchmark, 9.3% are approaching. This data informs us over 50% of Fuerza students are reading below grade level.

The school year of 2016-2017, the Administrative decided to pilot a Spanish literacy curriculum from Benchmark learning. This year, 2017-2018, Fuerza adopted Adelante/Advance Benchmark Learning Dual Language curriculum for both the English and the Spanish classrooms. Currently Teachers need to develop knowledge of the new curriculum. The adopted curriculum has addressed the lack of CCSS aligned lessons and has improved the pacing of instruction. Current data collection demonstrates that more than half of teachers are planning in isolation. The other 50% who are planning during PLC are planning *what* they are teaching, but not *how* they are teaching. Students are still experiencing disjointed literacy instructional strategies. There is a lack of knowledge on the part of teachers and especially new teachers on how to best teach reading and language development in a dual language or bilingual setting (Whitacre, Diaz, Esquierdo, 2013). Teachers teach language through both target languages and they are using disjointed instructional strategies to build students' biliteracy skills. Our teachers do not take advantage of transfer of concepts or skills between languages. It would be wise to shift from focusing on teaching literacy through the language of instruction and to focus on what strategies are consistently being used to develop language, literacy and content and how students are being taught to use their bilingual skills to compare and contrast language (Urow and Beeman, 2017). For this research the problem of practice is; *Spanish and English teachers are learning to use a new standards based curriculum, they do not have shared knowledge of best DL literacy practices and in addition they are not consistently planning together to enhance student mastery of CCSS in English and Spanish.*

Literature Review

Introduction

In this literature review, I argue that dual language models alone or a new curriculum in isolation, is not an instant guarantee to academic achievement nor school reform. Eliminating underachievement depends on the shared understanding of what constitutes highly rigorous biliteracy instruction. Student achievement is greatly impacted by the relationship between the teacher, the content and student engagement with the content (City, Elmore, Fiarman, Teitel, 2009). Dual Language schools must focus on building teacher knowledge and skill around biliteracy and provide structured learning opportunities for teacher collaboration and lesson design. For too long schools have relied on curriculum-based improvements, and not investing in teacher skill and knowledge to teach the curriculum (City, Elmore, Fiarman, Teitel, 2009 & Darling-Hammond, Hyler & Gardner 2017). Curricular reform without professional learning produces low-level teaching and lower student achievement (Darling-Hammond, Hyler, & Gardner 2017).

Professional Development

Teaching is a complex profession and requires sophisticated skills and knowledge and teaching in a dual language school requires teachers to plan for teaching literacy in two languages. In order to help students learn multiple languages and critical thinking skills needed to work in the 21st century, schools must move away from the traditional model of teachers working in isolation. Working in isolation promotes a system of inequality, as each individual classroom teacher is allowed to determine a student's academic progress or gap without feedback or accountability (Bryk, Sebring, Allensworth, Luppescu, Easton , 2010). In order to create systemic change, professional learning has to take center stage in schools (Jensen, Sonnemann, Roberts-Hull & Hunter 2016; DuFour, DuFour, Eaker, Many & Mattos 2006; Warren Little, 2006 & Aguilar, 2016). What occurs inside the classroom is what impacts student achievement

and teachers must have access to effective professional development (PD) in order to learn and refine the pedagogies and skills required to teach. Effective PD is structured professional learning that changes teaching practices and impacts student learning. In their research of Darling-Hammond, Hyler & Gardner, 2017, on effective PD, they found seven features that have the most impact on teacher practices. These seven features are; 1) content infused, the PD must be focused on teaching strategies associated with a specific curriculum; 2) active learning, adult learning must be considered when planning PD and teachers must feel like they are engaged with the design and the implementation of the teaching strategy; 3) collaboration, teachers must be provided with the space to share ideas and collaborate in their learning; 4) modeling of practice, teachers must be able to see what effective instruction looks like; 5) coaching, adult learners need coaching in order to move practice; 6) feedback, teachers need time to reflect and receive constructive input; 7) sustained duration, PD can not be a one time workshop, in order to move teacher skill and knowledge, teachers need at least 55 hours of PD (Darling-Hammond, Hyler & Gardner, 2017 & Aguilar, 2013).

Effective PD impacts the instructional core, it impacts what students are actually asked to do and the learning that takes place (City, Elmore, Fiarman, Teitel, 2009). Focusing on student learning and moving away from the model of teachers as the single agent of change towards a model that builds collective responsibility and shared knowledge of highly rigorous instruction will impact student learning at Fuerza. Professional learning communities (PLCs) can be an effective model of PD. Building teacher capacity through PLCs can increase teacher collaborative, support improvement of classroom practice and increase student achievement (DuFour, DuFour, Eaker, Many & Mattos 2006 & Darling-Hammond, Hyler & Gardner, 2017). PLCs are based on a model (1) that staff professional development is critical to improved student learning; (2) that this professional development is most effective when it is collaborative and collegial; and (3) that this collaborative work should involve inquiry and problem solving in authentic contexts of daily teaching practices (Servage, 2008).

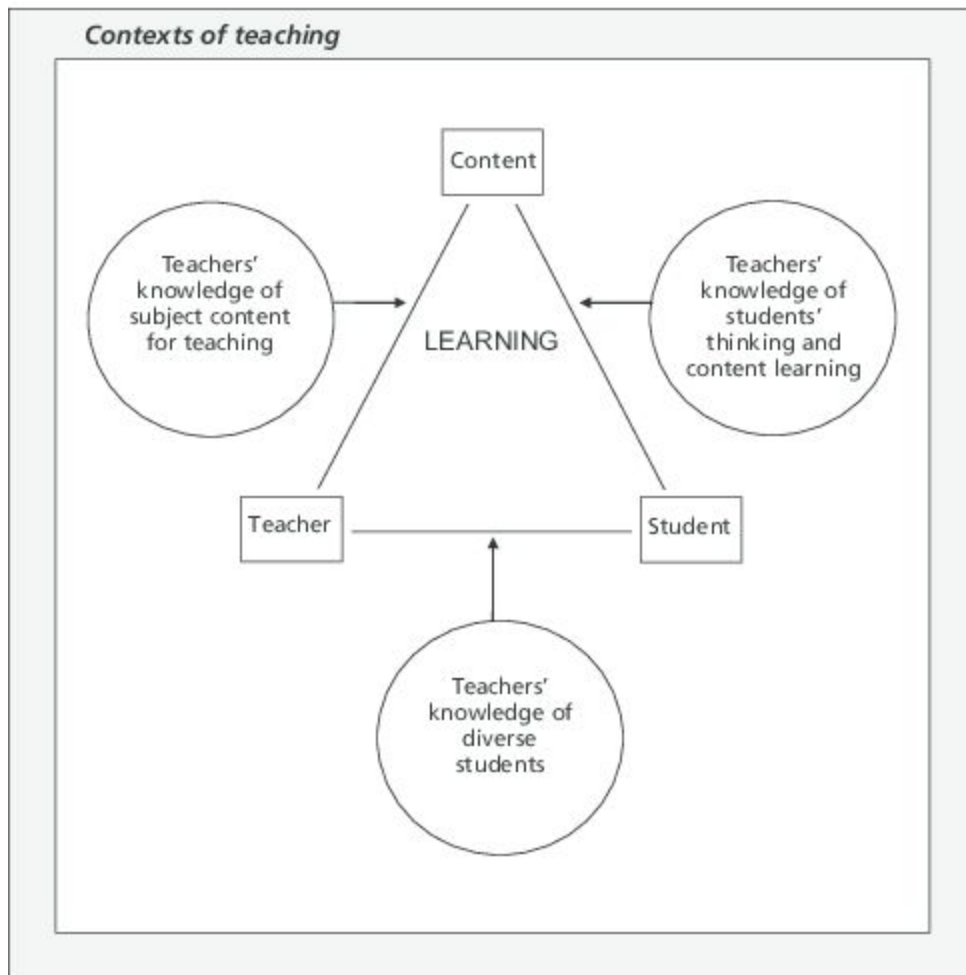
Based on the research done in British Columbia, Hong Kong, Shanghai, and Singapore on school improvement, the most impacting practices to improve schools is establishing the expectation that quality professional learning will proceed within an improvement cycle, with

student learning as the organizing principle (Jensen, Sonnemann, Roberts-Hull & Hunter 2016). In a two year study in Miami-Dade Public Schools to investigate the effectiveness of the kinds of teacher collaboration, it was determined that teachers who participated in higher-quality collaboration had better achievement gains in math than those of teachers who experienced lower- quality collaboration. Collaboration teams that focused on instructional strategies, curriculum, students and assessment had higher academic gains in both math and reading (Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. 2015). PLCs work when teachers and staff are able to articulate or express a clarifying purpose, vision and collective commitment to improving the school (DuFour, DuFour, Eaker, Many & Mattos, 2006).

Teacher professional development must focus on the instructional triangle: the relationships between students, teacher, and content (as seen in Table 1). Working from the instructional triangle, teachers will expand their knowledge of the curriculum, understand their students' thinking and content learning, and develop an appreciation for student diversity (Warren Little, 2006). By expanding the teachers pedagogical content knowledge, teacher are able to teach the curriculum using strategies that best engage students to be active participants in learning. In other words, teachers must be able to find ways to connect the content to students' ideas and experiences in ways that engage them and build their skills (Warren Little, 2006).

What do we want students to learn and how will we know when they have learned it? Professional development must focus on the core problems of teaching and learning (Warren Little, 2006). Collaboration alone cannot ensure academic impact. In order to impact student academic achievement, schools must have a systemic process in which teachers work together interdependently to engage in inquiry around best practices (DuFour, DuFour, Eaker, Many & Mattos, 2006). The best practices to teach for biliteracy include designing lessons that build on student background knowledge, incorporate second language acquisition strategies, and use the model of gradual release of responsibility which provides comprehensible input/modeling, guided student practice, student collaboration, independent practice, checking for understanding (Echevarría,Vogt, and Short, 2013 & Aguilar, 2013,).

Figure 2: Instructional Triangle



Professional Learning Communities

Professional Learning Communities (PLCs) is comprised of a group or team of educators who come together to collaborate and learn from each other in order to achieve a common goal in support of student learning (DuFour, DuFour, Eaker, Many & Mattos, 2006). PLCs create the conditions for the development of relational trust and mutual accountability that will lead towards a community of practice. It is the framework that provides teachers with the time to meet and the space to engage in inquiry around specific instructional practices. It increases responsibility for performance and personal commitment to work which in turn leads to greater organizational learning and effectiveness (Bryk, & Schneider, 2003).

Teachers in PLC's can engage in collective inquiry of best dual language teaching practices and best ways for students to learn a second language. Through this process of inquiry based on a standards based curriculum, teaching practices, and student data, teachers can begin to develop shared content knowledge (DuFour, DuFour, Eaker, Many & Mattos, 2006). This collaborative process enables teachers to develop new skills which in turn can lead to a change in attitude and beliefs. Working together to build shared knowledge on the best way to achieve second language acquisition and meet the needs of students is essential to the work for this intervention. In order to lead effective PLCs, the instructional leader, must build teacher capacity around collaboration (Killion, 2015). I will provide teachers with scheduled weekly times to meet, a flexible agenda, the opportunity to create team norms, and will use protocols that enable increased collaboration and accountability (Parker-Boudett and City, 2014). The protocols will focus on developing relational trust and further teacher content knowledge of the curriculum and teaching strategies. The primary purpose of the PLCs will be to focus on increase teacher collaboration, support improvement of classroom practice and curriculum implementation. The PLCs will also provide the space for teachers to engage in high- quality collaboration that they perceive as extensive and will have both individual and collective benefit. High-quality collaboration is associated with increases in students' achievement, teacher performance, and their peers' students' achievement (Killion, 2015).

When engaging with the curriculum, teachers will have the opportunity to collaborate around designing lessons that focus on the student's oral language development. Teachers will engage in learning second language acquisition strategies that will ensure all students are participating in the lesson (Froelich, 2009). While the curriculum provides scripted lessons in both English and Spanish, it will be important for teachers to design activities that take into consideration students who are Spanish learners, students who are not at academic benchmark and students who choose to not actively participate in lessons. The design of these activities will have to take into consideration student groupings and teaching strategies to engage students cognitively (Froelich, 2009). It is very important for students to know how to access the learning objective or the content language objective of the lesson. While the current curriculum provides lesson objectives, it will be up to the dual language teachers to design activities that engage

students in oral development in order to develop bilingualism. Teachers will have to add to the curriculum lesson the address the language demand and skill being learned. Students will need to know how their engagement and participation relates to the overall cognitive or thinking purpose of the lesson. The activities will need to provide students with the opportunity to practice applying the new skills in new situations.

Biliteracy

Expanding teacher pedagogical content knowledge in the areas of biliteracy and second language acquisition, is essential to the success of Fuerza's dual language program (Thomas and Collier, 2012, Thomas and Collier, 2014; Hamayan, Genesee & Cloud, 2013). Developing shared knowledge around the diversity of Fuerza student body, their linguistic assets and needs, and best practices for language learners is essential to the work we do as leaders and teachers in a dual language school. Correct implementation of the program can influence whether the school is able to close the achievement gap or not. In the work of Hamayan, Genesee & Cloud, 2013, on implementing effective dual language schools, a program must have clearly articulated high standards in the first and second language, teachers must believe all students can learn to high standards, curriculum and instruction is student centered and culturally relevant, teachers are aware of their students backgrounds and their lessons are culturally relevant, and students have ample opportunities for oral and written language development, teachers and administrators engage in professional development and staff collaborates closely to plan instruction (Hamayan, Genesee & Cloud, 2013). According to the longitudinal research findings of Thomas and Collier on dual language schools, successful models must have a standards based academic curriculum, high-quality language arts instruction in both languages, separation of the two languages with no translation, and use of collaborative and interactive teaching strategies (Thomas and Collier, 2012). While in agreement with much of Colliers and Thomas research, there exist challenging literature as to whether the strict separation of the two languages is a best practice for bilingual learners and children in dual language programs (Garcia and Wei, 2014; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman & Urow, 2013).

There is extensive research on bilingualism and bilingual education (Cummins 1989; Cummins, 2007; Bloomfield 1933; Baker & Wright, 2017; Garcia 2009). For the purpose of this paper, bilingualism will be defined as the ability to communicate with more than one language. Most of the world is bilingual or multilingual due to conquest, colonization and/or migration and while it may have different degrees of function, bilingualism is the ability to be understood in either in speaking, listening, writing and reading (Garcia, 2009). It is important for educators in the field of dual language programs, to question the theories of teaching the languages in isolation and to learn more about the more recent research that is challenging the traditional notion.

Translanguaging pedagogy disputes the notion that languages are autonomous from one another. This new research behind the theory of language acquisition, validates all the linguistic practices of all students because it “enables them to construct and constantly modify their sociocultural identities and values, as they respond to their historical and present conditions critically and creatively” (Garcia and Wei, 2014; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman & Urow, 2013). Educators such as Beeman, Urow and Escamilla, believe in a “holistic”, multilingual view of bilingual learners, where all students’ language practices work towards sustaining ways of communication (Beeman & Urow, 2013). Teaching for biliteracy under the translanguaging pedagogy requires the teacher to strategically plan to teach students to develop metalinguistic awareness, and understand how language works, its differences and similarities. This means teachers are teaching students to contrastive analysis and transference of what they have learned from one language to another (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman & Urow, 2013). By moving away from the strict policy of separating the language of instruction between different content areas, teachers are encouraged to create a space where all students’ language practices are valued (García & Wei, 2014). In the research study of students in dual language programs, it was concluded that students used all their linguistic and experiential resources to communicate in their writing when asked to write in one language (Garcia and Velasco, 2014). It is reasonable to believe that bilingual students are not two monolinguals in one.

In order to create instructional change outlined in the instructional triangle, a school must have a standards based curriculum, and teachers must have the pedagogical strategies, and tools to support student learning (Bryk, Sebring, Allensworth, Luppescu, Easton 2010). Developing teacher pedagogical knowledge and understanding of biliteracy during PLCs has the potential of improving the implementation of the dual language program at Fuerza and therefore impacting the academic gains of students. Motivating students and especially Spanish learners to learn in the Spanish language can be daunting for a teacher (Bryk, Sebring, Allensworth, Luppescu, Easton 2010; Beeman & Urow 2013).

To determine the pedagogical strategies for teachers to implement, I looked to the research of Katy Escamilla, Karen Beeman and Cheryl Urow. Students in dual language programs, learn best when teachers take a constructivist approach to literacy instruction. Teaching literacy with a standards aligned curriculum, that builds on student's background knowledge and experiences and requires students to apply their developing skills on meaningful tasks (City, Elmore, Fiarman and Teitel, 2016; Beeman & Urow, 2013). Literacy must be developed in both languages through a balanced approach to literacy, teachers must capitalize on student's linguistic and cultural diversity, activate students funds of knowledge, develop student oracy and teach students how to bridge the two languages (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman & Urow, 2013; Warren Little, 2006).

In order to include the practices described above, teachers must plan integrated instruction. The framework for second language literacy development has to have a print rich environment that; 1) teaches text processing and production strategies, 2) taps into student's cultural background knowledge, 3) teaches bridging skills and, 4) developments of oral language (Hamayan, Genesee & Cloud, 2013). The focus of the PD during the PLCs will be to plan lessons using the adopted curriculum and ensure lessons include background knowledge, second language strategies to enhance oral development, and teaching metalinguistic awareness called Bridging.

Oral Language Development

Oral language development is the critical first step to biliteracy development (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman and Urow, 2013, Hamayan, Genesee & Cloud, 2013). For students in a dual language school, it is fundamental that they develop their native and second language of instruction. The development of oral language leads to increase in vocabulary, language skills, background knowledge and phonological awareness (Beeman and Urow, 2013). Print is a visual representation of what we say and teachers have to provide students with plenty of opportunities to practice oral language in order to see the link between reading and writing. Bilingual students are constantly developing their language skills and teachers must develop structured activities that promote oracy. Students must be motivated to engage in activities that are meaningful, relevant and encouraged to engage in struggle when they use the second language. Teachers must use strategies that increase the amount of oral language used by students and provide structured opportunities for students conversing with each other in the second language. It is essential to plan for the specific language to be used during the activity so that the maximum amount of language occurs (Hamayan, Genesee & Cloud, 2013). Teachers should also include three types of oracy components in their lessons, language structures, vocabulary and dialogue (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014). Dialogue will ensure meaningful student participation in literacy related discussions, language structures will expand grammatical complexities of student speech and vocabulary will refine and expand student word range (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014).

The Bridge

Students bring their background knowledge and languages from home and their communities into the classroom. Teachers need to have the skills to build the background knowledge and academic oral language necessary for literacy in Spanish and English. Student have a great deal of background knowledge in a given subject area, and are likely to learn new information when their source of knowledge is activated (Marzano, 2005). There is research that

shows the relationship between background knowledge and achievement. What students *already know* about the content is one of the strongest indicators of how well they will learn new information (Marzano, 2005). Before beginning a new lesson, teachers should build on the background knowledge and experiences the students bring with them into the classroom. This structured opportunity, moves student from their social language to an academic language (Beeman and Urow, 2013).

Students who understand how their languages are similar and different achieve higher levels of academic achievement (Beeman and Urow, 2013). Creating the structured opportunities for students to analyze their languages gives value to Spanish and the opportunity and motivation for students to engage in constructive struggle (García & Wei, 2014). Teaching students to make connections between their language is called the Bridge. The Bridge is planned and taught after students have learned the content. The goal is for students to learn the English equivalent of the vocabulary and language they have in Spanish and to explicitly connect the background knowledge and vocabulary they developed in Spanish to English activities (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014). During the Bridge students generate list of words for the concepts they have learned (Beeman and Urow, 2013). Both the English and Spanish teachers provide students the opportunity to share what they learned from the other classroom. Their teacher captures their learning visually using drawings, illustration or a list (Beeman and Urow, 2013). Teaching students how to Bridge empowers second language learners with comprehension tools as they create list of cognates, write a summary of a text they have learned in one language and transfer the knowledge into the other language, notice the difference in rules for punctuation, grammar that are unique to each language and understand the cultural norms and context that are reflected in each language (Beeman and Urow, 2013).

Teachers must teach the curriculum as well as the language skills associated with the subject matter. Teachers have to write content language objectives (CLOs) that describe the skill to be learned and the language students need to access in order to learn the skill. They must plan for oracy by determining the specific aspects of language that they will teach, by determining an activity that lends itself to the specific aspect of language to be taught. This includes preparing

language prompts such as sentence frames, vocabulary words, and sample dialogue for students to practice, and offer different options for students in beginning, middle and advance language levels. During the PLC, teacher will be encouraged to plan using a lesson plan template that is based on the adopted curriculum and includes; Content language objectives, language frames, and the teaching of cognates.

Curriculum

It is important to provide teachers with professional learning in conjunction to curriculum implementation. The research found that teachers who received; PD, peer observation, coaching and modeling while implementing a new curriculum had higher student performance than teachers who had utilized curriculum materials without the professional learning opportunities (Darling-Hammond, Hyler & Gardner, 2017). Curriculum will be defined as the materials teachers use to teach content and the materials students use to interact and create meaning. Curriculum can be created from those outside of the school, like an industry or can be teacher created curriculum. Ball and Cohen, 1999, define curriculum as the connection between the teacher, the student and the content. It is the material used to engage students with learning. The Adelante and Advance balanced literacy curriculum from Benchmark Learning is a rigorous curriculum in both English and Spanish that is aligned to the Common Core State Standards. This curriculum provides the scope and sequence of content delivery and is designed to meet the key instructional shifts in California's ELA/ELD instructional framework. The curriculum focus on the ten themes of building content knowledge, meaning making, effective expression, foundational skills, and language development (<http://california.benchmarkeducation.com/>). The curriculum will provide teachers with the resources for the instructional core.

Coaching

In following the research of Darling-Hammond, Hyler & Gardner, 2017, effective PD must also include coaching, modeling and feedback. Teachers need a variety of opportunities to learn in order to improve their instructional capacity (Ball & Cohen, 1999). Coaching is another way to provide teachers with professional development that is based on their specific needs

through modeling strong instructional practices, and providing one on one coaching in the context of the teachers classroom (Darling-Hammond, Hyler & Gardner, 2017). Coaching has the potential to shift personal and professional awareness and support the effective implementation of new curricula (Lipton & Wellman, 2003; Darling-Hammond, Hyler & Gardner, 2017; Aguilar, 2013). By providing individualized support, teachers are able to transfer what they learn during collective learning during a PD, directly into their own classroom with the support of a coach (Wang, 2007). Individualized coaching takes a teachers unique strengths and tailors them to the needs of the school's instructional goals. Coaching can support a teachers pedagogical content knowledge around academic content, curriculum implement and how to make content rich and valuable for all students in order to improve students' thinking and performance (Ball and Cohen, 1999).

Elmer, City, Fiarman and Teitel's (2009) research reveal:

If you raise the level of content and the knowledge and skill of teachers without changing the role of the student in the instructional process, you get another common situation in the American classrooms: Teachers are doing all, or most, of the work, exercising considerable flair and control in the classroom, and students are sitting passively, watching the teacher perform.

Just like with the theory of the instructional triangle, Elmer, City, Fiarman and Teitel (2009), suggest that the instructional core is composed of the teacher and the student in the presence of the content. It is this relationship that facilitate learning. An effective coach must be an attentive listener, who know about pedagogy, emotional intelligence, adult learning, instruction and be genuinely interested in the person she is coaching (Lipton & Wellman, 2003). Therefore the coach must be able to understand the instructional triangle in order to help the teacher improve their professional practice. Lipton and Wellman (2003), recommend several linguistic moves to engage a teachers in becoming a thought partner in their own practice. They recommend having an approachable voice, giving think time, using plural forms and having a positive presupposition.

Elena Aguilar, who has written extensively on coaching teachers (Aguilar, 2013), offers a definition of coaching as “a process that can move a person from where he is to where he wants to be.” A coach needs to make a connection with a teacher and the teacher has to want to be in that relationship. Once there is a relationship of mutual trust, the coach can then help determine goals for his/her practice (Aguilar, 2011). When teachers are given time and space to reflect on their existing practices, they are able to critically reconsider their behaviors and make changes that can impact what happens in the classroom. Having access to a coach, allows for greater accountability and encouragement in moving through a teachers’ professional development (Wang, 2007).

Bryk & Scheider (2003), write about the impact relational trust has on school improvement. Strong relational trust can ensure that teachers take risk and create change. Most coaches focus on changing behaviors and actions of teachers, but we must also consider changing teacher beliefs and ways of being in the classroom. The two mostly widely used coaching models are directive coaching and facilitative coaching and they can be used interchangeably depending on the teacher and or situation. Directive coaching generally focuses on changing behaviors and has a more prescriptive model where the coach is the expert and shares expertise. This model works well with teaching new curriculum to teachers. Facilitative coaching is understanding where the teacher is at in her zone of proximal development (ZPD) and asking questions that further reflection, critical thinking, and observation. The coach focuses on building the teachers ability to create her own new knowledge, skills and beliefs in order to impact future actions (Aguilar, 2013). Coaching anchored in the PD can bring in the focus, creates a shared understanding of what is effective instruction and helps the teacher apply the learning fairly quickly.

Conclusion

In order to close the achievement gap at Community United ES and implement a strong biliteracy program that graduates 5th graders who are bilingual, bilerate and bicultural we must implement effective PD that will improve instruction. Professional learning communities, standards based curriculum, and coaching, each have substantial literature build up to adopt them

as intervention strategies to improve teachers and student performance. The research is convincing that adopting these professional development strategies will improve instruction. These strategies assume that teachers need to work together in defining a problem of practice, in order to improve the quality of teaching and learning. If teachers at Fuerza use researched based biliteracy strategies on a consistent basis and use a lesson plan template to facilitate collaboration and planning for biliteracy, then students will develop fluency in both English and Spanish and meet CCSS.

Theory of Action

<p>Problem of Practice</p>	<p><i>Teachers are learning to use a new standards based curriculum, they do not have shared knowledge of best DL literacy practices and in addition they are not consistently planning together to enhance student mastery of CCSS in English and Spanish.</i></p>
<p>Theory of Action for PLCs</p>	<p>If we strengthen teacher collaboration and teacher knowledge of curriculum during PLCs and if we use the same literacy practices on a consistent basis and if we use a Unit plan template to facilitate collaboration and planning for biliteracy, then students will develop fluency in both English and Spanish and meet CCSS.</p>
<p>Theory of Action For Admin Team</p>	<p>If we continually develop teacher instructional expertise of Benchmark Learning, and if we facilitate grade level PLCs during the school day, then teaching will strengthen and all students will learn in deeper and more meaningful ways and our reclassification rates and reading scores will meet district benchmarks as identified in the school SPSA.</p> <p>Therefore I will:</p> <ul style="list-style-type: none"> ● Provide teacher release days for professional development in new curricula (Adelante and Advance). ● Provide PLCs during the day on a weekly basis and include collaboration around planning and data analysis. ● Provide three coaching of cycles of implementation of new curricula. ● Monitor new curricula implementation and literacy instruction.

- Provide opportunities for peer observation and reflection.

Intervention and Data Collection Plan

The intervention plan was designed to strengthen teacher collaboration in the dual language program and increase teacher knowledge of the new English and Spanish language arts curriculum, Adelante/Advance from Benchmark Learning. The intervention centered around weekly, 60 minute facilitating of a 2nd and 3rd grade Spanish and English teacher PLC. The goal of the intervention was to increase teacher content knowledge of the curriculum and provide space for content based collaborative inquiry around dual language instruction. It was intended through the intervention to create a planning tool such as a unit planner to support with curriculum pacing and implementation. The intervention also focused on peer observation, coaching and deepening teacher awareness of biliteracy strategies. PLCs, peer observations and coaching are multiple ways to provide teachers with professional development that is based on their specific needs through instructional practices (Darling-Hamond, Hyler & Gardner, 2017).

According to Ball and Cohen, 1999, teachers need a variety of opportunities to learn in order to improve their instructional capacity (Ball & Cohen, 1999). By focusing on these specific strategies, I hoped to raise the teachers awareness of the importance of collaborating and planning lessons that included best practices in order to increase students academic achievement and oral development in the language they are teaching. My goal was to expand teacher's belief behind the historical theory of language acquisition and take a constructive approach to literacy instruction. I wanted them to see themselves as one language arts teachers who is able to teach for biliteracy under the translanguaging pedagogy, which requires teachers to strategically plan to teach students to develop metalinguistic awareness, and to understand how language works (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-Gonzalez, Ruiz-Figueroa, Escamilla M. 2014; Beeman & Urow, 2013). Teachers were encouraged to move away from the strict policy of separating the language of instruction between different content areas through the analysis of

Spanish and English thematic units in the curriculum. They planned lesson that bridge the languages through text analysis, cognates and content language objectives (Beeman & Urow, 2013).

The intervention focused on understanding that literacy must be developed in both languages through a balanced approach to literacy, teachers must plan integrated instruction that; 1) teaches text processing and production strategies, 2) taps into student's cultural background knowledge, 3) teaches bridging skills and, 4) developments of oral language (Hamayan, Genesee & Cloud, 2013).

In preparation of the PLCs, I asked two teachers in both the 2nd and 3rd grade dual language program to participate in the action research in our first year of piloting the Adelante and Advance Benchmark curriculum. The second grade team has two veteran teachers and the 3rd grade team is comprised of a one novice and one veteran teacher. The three veteran teachers have been teaching in the dual language program for at least three years and before this year, they had been creating their own Literacy units based on science Foss curriculum. The method of teaching in many FUSD dual language schools was based on a Expeditionary Learning pedagogy, but Fuerza never invested in the Expeditionary Learning professional development which meant teachers were planning with a loose understanding of the pedagogy and creating their own units based on Foss which at times were not CCSS aligned. The school also failed to provide a systematic and structured planning time to ensure teacher planning and accountability. Research on dual language schools will tell you that in order to close the achievement gap, dual language schools, must have a core academic curriculum aligned to standards, high-quality language arts instruction in both languages, integrated thematic units, separation of the two languages with no translation, and use of collaborative and interactive teaching strategies (Thomas and Collier, 2012).

I focused on these two grade levels because of the diversity in teaching styles. The second grade team had relational trust amongst themselves, but one of the teachers liked to plan in isolation and inform the partner teacher of the work that needed to be done. The level of collaborative planning was very low. The third grade team, was comprised of a new teacher and a veteran teacher who needed to develop relational trust and had a large gap in experience with

teaching and classroom management. Both teams would provide me with the opportunity to explore how to increase teacher collaboration and planning amongst different levels of teaching expertise and different teaching styles. As a low income school with high turnover it was important for me to gather data on how best to support teacher collaboration through PLCs in order to increase student biliteracy. I began to gather baseline data in November and my intervention would run for a total of 20 weeks. To examine teacher strategies, teacher collaboration and planning with the curriculum, a variety of methods were utilized to gain insight into teacher literacy practices and student learning. My intentions were to collect various sources of data: (1) pre- surveys and interviews; (3) classroom observation; (4) videotapes of teachers teaching a language arts lesson; (5) field notes (6) exit interviews and survey.

In order for students to develop high levels of proficiency in both English and Spanish, dual language schools require teachers to have close association, a high level of teamwork that is committed to bilingualism and multiculturalism (Baker & Wright, 2017). In order to develop high level of teamwork, I needed to pay attention to research on group development. I needed to make sure that my PLC agenda covered topics that would address my intervention such as; activities to build relational trust, opportunities to develop teacher inquiry, time for PD to learn about best second language acquisition practices and time for planning using the new ELA/SLA curriculum. PLCs typically, bring teachers together to engage in collaborative planning, curriculum study, and learning assessment. However, PLCs also have the potential to build strong collaborative opportunities for participants to develop a strong sense of community, that enhances collective responsibility for student learning (Servage, L., 2008). My intervention took the PLCs through the three stages of collaborative inquiry as described by Lipton and Wellman (2004): 1) Activating and Engaging; 2) Exploring and Discovery; and 3) Organizing and Integrating. In activating and engaging, I needed to pay attention to relationships. I needed each member no matter their teaching expertise to feel connected to their PLC membership and take ownership for regulating their personal and collective to ideas, options and actions (Lipton and Wellman, 2004).

Figure 3. The Cycle of Collaborative Inquiry. Adapted from Lipton and Wellman, 2004



Stage one began with *activating and engaging* teachers through interview and survey to gather baseline data on their prior knowledge and experiences (Appendix A and B).

I wanted to gather evidence and have a better understanding on what each teacher believed about collaboration; how collaboration and planning impacts instruction, how often they planned together, what do they believe is the impact of their partnership and their knowledge and usage of biliteracy strategies. The information gathered from this stage would surface assumptions, allow teachers to share how they view data and how they think about teaching in a dual language setting. By acknowledging prior knowledge and experience during PLCs, I allowed teachers to identify their assets and hear their own challenges and provides an opportunity of urgency to develop inquiry around dual language instruction. I developed buying and participation to the intervention (Lipton and Wellman, 2004). Creating shared understanding, learning from each other as they analyze student data moved us to identify strategies to address instructional gaps.

From the information gathered in this stage, I could then move the PLC into *exploring and discovering* the content knowledge of biliteracy instruction and the importance of using the standard base ELA/SLA curriculum for planning. This stage, requires mental and emotional discipline to work with the data and each other (Lipton and Wellman, 2004). I began my first PLC by creating group norms and naming specific social emotional learning practices based on the [FUSD SEL Standards](#). The PDs during the PLC focused on exploring the new ELA/SLA curriculum by Backwards planning, and going over biliteracy strategies. The two strategies I focused on was teaching of contrastive analysis through cognates and writing content language

objectives (CLO) and providing scaffolds for students to meet the CLOs. Teaching students to pay attention to the sound system and structure of language through cognants allows students to understand that Spanish and English have words with common origins. Cognates are the easiest way for students to find similarities between language and it supports their oral development and comprehension. Being able to identify cognates is an important skill for Bridging the language (Beeman and Urow, 2013).

I also focused on teaching teachers the importance of CLOs through the use of the FUSD [CLO Elementary Guide](#). Writing content language objectives provides both the teachers and students with a meaningful and rigorous task that connects strongly with the identified standards-aligned curriculum. CLOs describe the content students will learn, the domain (listening, speaking, reading and/or writing), what students will do with the language function and what supports/scaffolds will be needed for students with different levels of language will need. Writing CLOs allows teachers to plan and give students the opportunity to identify both content and language that students need to know in order to access and engage in the learning.

The original my intervention would include peer observation and video, but due to time constraints, these intervention strategies were not able to conducted to the level I had planned. I was able to arrange just two sessions of peer observation for the 3rd grade PLC team and video taping of lessons for each grade level and one video taping session of teach teacher in the 2nd grade PLC team during our work of *exploring and discovering*. The original intervention plan was to include two peer observation for each teacher. I wanted teachers to be able to observe each other teaching a focal lesson of the curriculum and develop inquiry around each others practice. During the the peer observation and observation of video lessons that we did engage, teachers used a [video reflection](#) tool and a [peer observation](#) tool to take data and then use that information during the debrief. Peer observation works to build supportive teams and support with the increase the repertoire of teaching strategies. Observers had the opportunity to see new techniques in action, get new ideas, and can reflect on their own assumptions, beliefs, and teaching practices based on what they witness. The peer observation intended to encourage each teaching partner to be accountable to the work. To inspire or build reflection on the process as we explored and discovered how best to utilize CLOs and Bridge strategies. While I was not able

to secure substitutes in order to maintain the peer observations as schedule, this constraints informs how important it is to have extra substitute personnel and necessary structures in place when implementing peer observations.

The new ELA/SLA curriculum from Benchmark learning is a very complete program with many teacher components and resources. During this intervention, teachers participated in active learning exploring the teacher materials, plus the extensive online program. During the PLCs, teachers spent time going deep into the instructional materials, engaged in discussing and reflecting on how best to teach the curriculum based on language. Research shows that there is strong evidence around curriculum. Choice of curriculum has a large impact on student learning, and even more so than differences in teacher effectiveness (Chingos & Whitehurst, 2012). PLCs focused on content based collaborative inquiry as a support to the new ELA/SLA curriculum was fundamental to the work. It allowed us to move into the space for the creation of shared understanding of the need for strong instructional collaboration and instructional practices in a dual language setting.

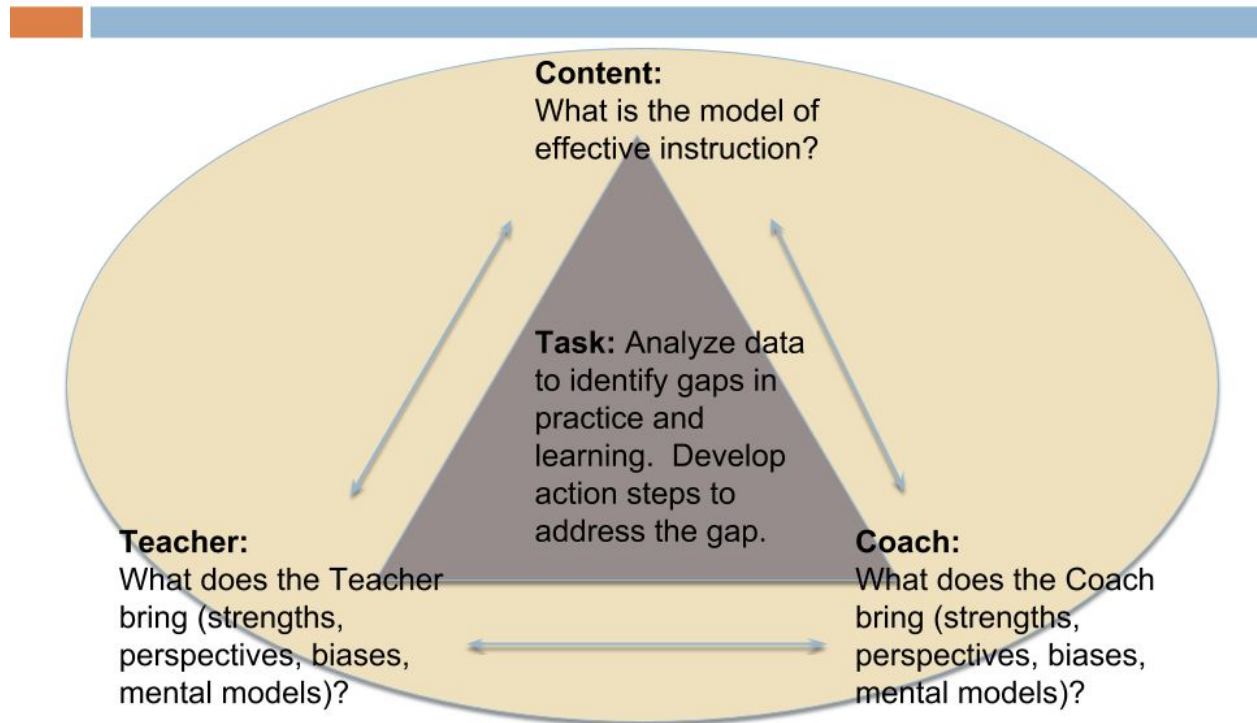
Phase three, *organizing and integrating*, is at the heart of our process of diagnosis and design. During this phase teachers began solidify their understanding of the curriculum. During a 3rd grade PLC, I asked the teachers how did they feel about our planning so far and teacher C, shared how she felt like while there was movement in our planning, but we were still not planning with the intentionality needed. I asked her to further explain her thinking and she shared that she wanted to really look at the lessons her Spanish teacher was teaching so that she was fully aware of what students were learning in Spanish in order to bridge her English lesson. We began to explore planning tools and came up with an [Adelante/Advance Planning Template](#) they felt address their needs and would help guide our work and pacing of the curriculum. I introduced this same template to the 2nd grade team during our PLC and they felt like it was useful for their planning. The creation of this teacher generated planning tool, allowed us to frame the problem and develop a solution (Lipton and Wellman, 2004). By facilitating the team in a way that allowed teachers to feel empowered to generate a solution to a productive inquiry. They then used this tool to plan outside of PLC time and create pacing guide for units 6-10 of the curriculum. The facilitation of the PLC through the use of the collaborative learning cycle,

helped increase teacher relational trust with one another and confidence in going over student data and creating tools to support their planning.

The next series of activities of my intervention was coaching each teacher. I observed and debriefed with each teacher three times. I scripted each lesson for a minimum of 30 minutes, I emailed the teachers the script and then I used the Reach Instructional Leader Performance Assessment ([ILPA](#)) tool to effectively plan and conduct instructional conferences. The purpose of the coaching is for both the teacher and the observer to work together on specific instructional practices such as the usage of CLO's and Bridging strategies. I focused my questions and sentence stems based on the data gathered from the script to help teacher reflect on whether student were able to access the learning targets, whether students had enough opportunities to engage in oral development and what teaching strategies supported effective implementation of the curriculum.

Figure 4: Instructional Learning Performance Assessment (ILPA)

Instructional Leader Performance Assessment (ILPA)



Research Methods

My intervention intended to improve curriculum implementation in a dual language program through teacher professional development. I intended to increase teacher capacity with implementing a new curriculum and having urgency around building students biliteracy and bilingual skills. As a Spanish dual language school in a low income neighborhood, we have many challenges that often plague high impact schools and in order to increase student achievement, teaching practices and planning time have to improve. In order to gather evidence of my interventions, I had to collect data to inform and improve my facilitation of PLCs, the tools for teaching planning and my coaching skills and process.

I collected baseline data by conducting pre-interviews and pre-surveys. I also transcribed the notes from the PLC meetings where I captured anecdotal data, I collected the tools created during PLCs, and I gathered data from student assessments such as DRA/EDL and SRI. I collected all the notes in the ILPA tool for each coaching cycle and I used the data gathered from a district lead Dual Language program review to support the analysis of the intervention.

Table 1: Data Source

Overarching Question	Data Source 1	Data Source 2	Data Source 3
Does teacher collaboration and planning increase due to PLCs?	Pre- and post- interviews	Pre- and post-survey	Research field notes
Does joint planning of the new curriculum increase teacher focus and expertise?	Pre- and post- interviews and survey	Research field notes	Dual Language Review
Do teachers integrate into their teaching more biliteracy strategies after a completion of three coaching cycles?	Pre- and post- interviews and survey	Research field notes	Dual Language Review
Can collaboration be sustained beyond the PLC time?	Pre- and post- interviews and survey	Research field notes	Unit planner

Data Analysis and Findings

The action research intended to provide professional development for new curriculum implementation while building the capacity of teacher teams during PLC in a dual language school. The research on dual language schools reveals that ELLs, other students of color, and students of low socioeconomic status have higher academic achievement when compared to the same group of students who are not in dual language programs (Thomas and Collier, 2010.) Dual language programs vary in scope nationally and within FUSD, but our goals are all the same which is to promote bilingualism, biliteracy, and cross-cultural competence. We aim to

provide ELLs with a learning environment that honors their home language while at the same time learning in the target language. In order to build cross cultural understanding, dual language programs aim to provide native English speakers and in the case of Fuerza, African American students with the opportunity to develop their academic English and at the same time learn a second language and become Spanish bilingual. Instructional shifts will not occur solely based on a school program. In order for Fuerza to develop a strong dual language program that closes the achievement gap, it must have a core curriculum that is aligned to standards, thematic units, and high quality instruction in both languages (Collier and Thomas, 2004). Teachers must also plan integrated instruction that taps into student's background knowledge, teaches bridging skills and developments their oral language (Hamayan, Genesee & Cloud, 2013). These instructional shifts are not easy to achieve when the dual language school is located in a high impact, low socioeconomic area that has high leadership and teacher turn over. It is for this reason, I hypothesized that if teachers had professional development during PLCs focused on building content knowledge of the new curriculum and Bridging strategies, then teacher collaboration would increase and student academic data would demonstrate growth.

The problem of practice sought to answer the following research question; can weekly PLC meetings support curriculum implementation and improve teacher practice in the following areas: increase teacher understanding of new curriculum, increase collaboration among teachers, increase planning time beyond the PLCs and can teachers create a planning tool to inform their instruction? In order to assess the efficacy of the intervention, I collected data from multiple sources during the intervention. Data sources were: field notes collected during and after PLCs, scripted notes from teacher observations, pre- and post- survey and interviews, and the qualitative data gathered from the Dual Language Review conducted by the English Language Learning Multilingual Achievement (ELLMA) office. There are two main methods for data analysis in this study: impact data and process data. As described above in Table 1, I coded my data based on four overarching questions: 1) does teacher collaboration increase due to PLC's?; 2) does joint planning of the new curriculum increase teacher focus and expertise?; 3) do teachers integrate biliteracy strategies into their lessons after three coaching cycles? And 4) can collaboration be sustained beyond the PLC time?

Impact Data: Does teacher collaboration increase due to PLC's?

The intervention focused on building teacher content knowledge of the new curriculum and of biliteracy strategies through facilitated collaboration structures during weekly PLCs. I facilitated the 2nd and 3rd grade teacher teams of which there was one English and one Spanish teacher. The primary goal of the intervention was to increase collaboration and planning. Strong, intentional collaboration based on a standards based curriculum was needed in order for both teachers to teach language arts lessons that bridged and build upon themselves while teaching in separate languages. To analyse teacher collaboration and planning, I used both the pre- and post-survey and interviews. All four teachers filled out the pre-survey, but only three teachers filled out the post-survey. The pre-survey was administered the last week of school and it can be speculated that one teacher choose not respond due to the busy nature of the end of the school year. The questions in the pre and post survey focused on measuring teacher collaboration and the amount of time spent planning. In figure 5 and 6 below, the data does not show much growth between the pre and the post. This data is not very conclusive and it can be attributed to the fact that DL teachers at Fuerza do plan, but they mostly focus on the *what* and not the *how* of instruction. They discuss what each teacher is teaching, but don't talk about how they are teaching or why. Comparing the pre- and post- interviews to the surveys, revealed much more conclusive data about how teachers experienced the collaboration and planning due to the intervention and they moved from the *what* to the *how*.

Figure 5

How many times during the week do you co-plan your lessons with your partner teacher?

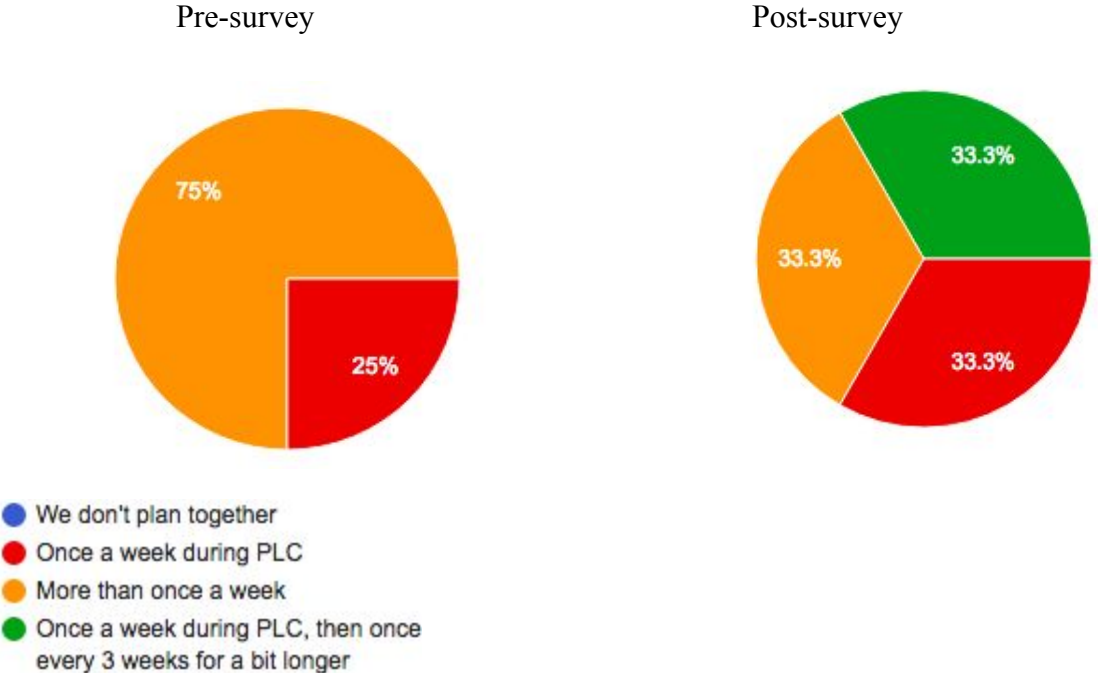
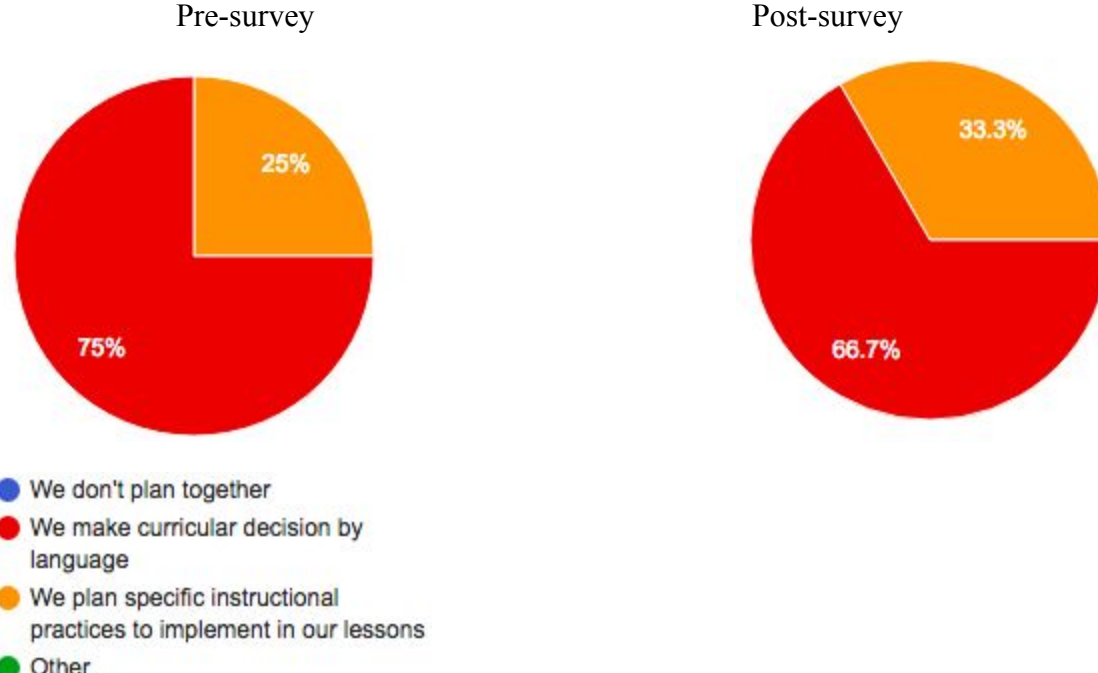


Figure 6

When collaborating with your teaching partner, do you plan specific teaching practices?



The qualitative data from the interviews demonstrate a positive increase in the level of teacher collaboration and planning due to the intervention. When analyzing the data from the pre- and post- interviews, there is notable shift in the experience and belief of collaboration. Like in the survey, the pre-interviews supports the conclusion that all four teachers value collaboration and they collaborated at least once a week. When describing what collaboration looks like, all four teachers felt like they were not collaborating at the level they would like to. A novice, third grade teacher states; “I value collaboration a lot. Being a new teacher it is a form of support. I learn about pacing, and what to teach. Right now I feel like it’s one sided and she is the one helping me the most, but I hope to help her more.” A second grade teacher shared; “We don't teach things the same. I could push him to plan more, but I have chosen to take the lazy way out, I tried, but I think he wants to do it his way. So I don't bother anymore. Its sad. So no. I tried collaborating in the past, but its too much work.” Similarly another 3rd grade teacher added, “collaboration is really important as a DL school and for the partnership. We all know on paper it is important to collaborate, but I think that for our students success we really need to be on the same page. I see that we are not collaborating the level we need to be.” Teachers articulate how they collaborated by going over the lessons in the curriculum and deciding which lesson each teacher would teach, “we plan by being on the same page of the curriculum. Same path. We both review what lesson we are going to do throughout the week. We talk about overlap and ways we can avoid direct translation of the subject.” These statement speaks to the disjointed collaboration that existed in the school before the intervention were PLCs were not structured and there was no form of accountability.

The post- interviews distinguish teacher’s experience in the level of collaboration and the impact it had on instruction and student learning. There is a significant shift in perspective about collaboration and planning after the intervention was completed. Teachers described their planning as a lot more intentional by focusing on the skills students needed and how they would backwards plan based on the standards, “I think we have focused a lot of separating out skills for the kids. To see if they can transfer knowledge. We plan that intentionally and I have seen it in the work that we do. I trust that she is doing the work we agree and she trust me, so that creates a positive team environment. It has challenged me to do more metacognition as to why I do

things.” The English second grade teacher expressed during the post-interviews, “our collaboration is more focused. Before we would come up with an idea, but now with the curriculum and our PLCs we are really working. It has allowed us to have more clarity of what are expectations we have for specific strategies. It has also allowed us to talk across language. We look at the stories and look at the strategies in one language and in another language and then we switch. When we look at the final writing from the end of the week. I see a year a growth in 75% of the kids. Especially in the kids who are at grade level, this curriculum has really pushed them.” The Spanish co-partner teacher expressed, “I put a lot of value on collaboration. I see the difference this year vs. last year and the year before when we did not have this curriculum and did not plan as in depth. I see that the students are so much more engaged in the material and they are more prepared for lessons and content. Because they get it in both languages and that is because we collaborate in both languages. In the past we did not collaborate and we had different styles, but now we are collaborating.” and “when we are planning with PLCs in each others room, we get to see what is being put up in the rooms and we try to mirror each other.”

Field notes were collected during and after the PLCs. The notes document teacher conversation around curriculum implementation, going over student data, and reasoning around instructional decisions. Of the 41 field entries collected for both grade levels, data shows gradual deepening of teacher conversation around collaboration. Teacher conversation moved significantly from trying to gain better understanding of the the curriculum towards understanding the importance of being intentional around planning with the curriculum. During a PLC on April 10th, a third grade teacher spoke about how she wanted to deepen the collaboration, “we could always use more time to collaborate and be more intentional. Even when we split up lessons, I would like to know exactly what my partner teacher is teaching. I am not sure how intentional our bridging is happening. Currently we look at the lessons we are each teaching, but I do not look at my partners lessons. I think if we look at each of our lesson then we can incorporate some components and actually bridge.” This level of conversation and intentionality coming from the teachers pushed the work towards creating a curriculum planning tool to help facilitate planning and Bridging. From this point, teacher talk focused on intentionally partnering students per language, using content language objectives and sentence

frames during instruction to increase student talk. The statements from the interviews and the field notes are indicative that intervention had a significant impact on increasing teacher collaboration and planning. The weekly facilitated PLC structure focused on building relational trust, and teacher inquiry around the curriculum. Teachers were able to focus on student language development and increased their instructional expertise.

Impact Data: Does joint planning of the new curriculum increase teacher focus and expertise?

Providing professional development for new curriculum implementation is essential to the overall success for both teacher instruction and student learning. As pointed out in the literature review, teachers need a variety of opportunities to learn in order to improve their instructional capacity (Ball & Cohen, 1999). It has been documented that teachers who received; PD, peer observation, and coaching while implementing a new curriculum had higher student performance than teachers who had utilized curriculum materials without the professional learning opportunities (Darling-Hammond, Hyler & Gardner 2017). It is for this reason that the PLCs focused on planning with the new Adelante and Advance curriculum by Benchmark Learning.

In the pre and post survey, teachers reveal an increase in a collective focus and in communicating high and rigorous expectations for student achievement. In figure 7 you see a very clear change from the pre-and post- survey. In the pre-survey, 50% of teachers felt that they shared a collective focus on student learning and the other 50% felt like they somewhat shared a collective focus while in the post-survey 100% of teachers felt like their partner teacher shared the same focus of student learning. In figure 8, teachers were asked if they communicate high and rigorous expectations for achievement to students, and the pre-survey went from a usually to an always in the post-survey. Although one teacher did not complete the post-survey, this data source demonstrates how all three teachers believed that their teaching partner shared the same vision and goals for student learning.

Figure 7

Do you and your teaching partner have a collective focus on student learning?

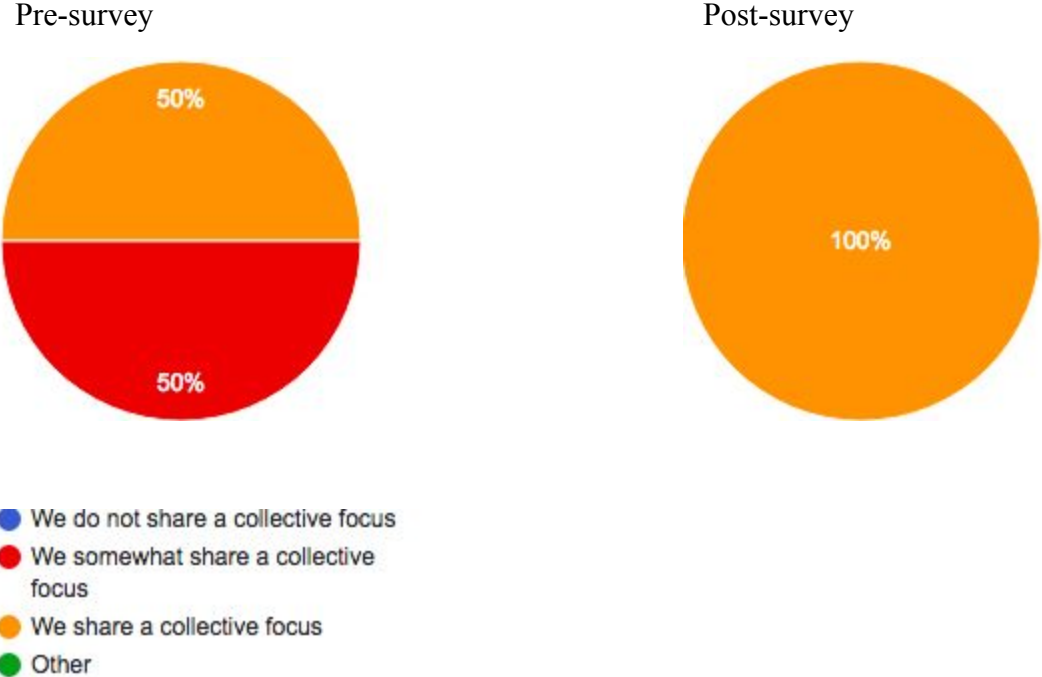
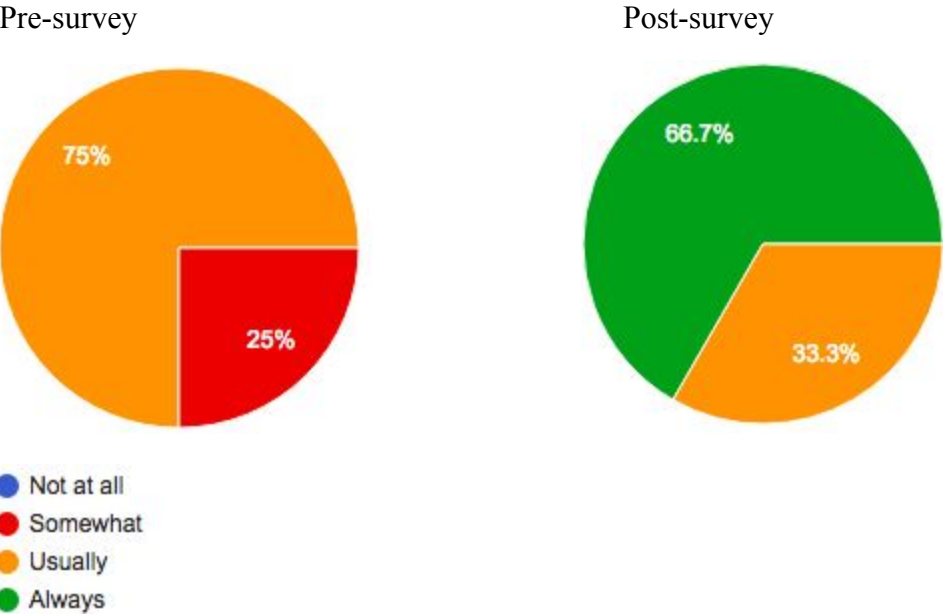


Figure 8

My teaching partner and I communicate high and rigorous expectations for achievement to our students.



From the pre-and post- interviews data, teachers answered the question, how do you think working with your partner teacher can improve student performance? All four shared powerful statements in the post- survey that conclude their beliefs in how their collaboration in the PLCs and their deep dive into the curriculum and Bridging strategies had a significant impact on their students academic growth. Teacher A shared, “I think it improves student performance because we are on the same pacing. They learn in both languages and it helps that we are helping the students make more sense of the curriculum. Students get the similar variation of the same information. I like knowing what she is doing so that I can say, “In Lesly¹ class...” and they are like “Oh yeah.” I want them to know that we talk, that we are in communication of their learning. I like the sense of continuity and collaboration. I feel very comfortable asking her for information and I hope she feels the same and I think the kids pick up on that and it makes a huge difference.” Teacher B shared; “ I can highlight that Sheela² who spends have her day in Spanish has made huge progress in Spanish and has gone way above in English. I think the two languages prep their brains. I really see how the curriculum and language really prepares their brain. Planning and alignment has deepened this growth. Had we not been planning to this level, we would not see this growth.” Teacher C stated; “I know that it has improved their reading ability and levels. I know it has improved their comprehension. We talk a lot about cognates. They are bridging the languages independently. It is very helpful to a lot of them, they are becoming more bilingual and they like the challenge. And for kids that need the extra scaffolding, student like James³ who is strong in English is not forced to make connections in Spanish based on what he learned in English, he now has the ability to learn the second language because of what they learned in English.” Teacher D stated, “I think that splitting the skills is stretching the students to not just directly translate, but we are pushing them to be more bilingual and biliterate. It is evident in our classroom during discussion because they are able to pull from the other language and build. They have prior knowledge.” This is a significant statement from teacher D. It points to a huge shift this teacher made about the power of high quality collaboration. As described in the literature review, the intervention was able to cultivate the

¹ Teacher’s name was change due to anonymity.

² Child’s name was change due to anonymity. The teacher is speaking of a Spanish learner.

³ Child’s name was change due to anonymity. The teacher is speaking of a Spanish learner.

capacity to collaborate about the curriculum, instructional practices and and student learning (Killion, 2015). Due to the level of collaboration developed in the PLC, teachers expressed a collective focus towards instruction and student learning.

On May 10, 2018, four content specialist from the English Language Learner Multilingual Achievement (ELLMA) office came to Fuerza to conduct a Dual Language Review for the 2017-2018 school year to gain baseline data to inform the site of the progress towards providing students with the academic skills and tools to meet the academic demands of CCSS. The team gathered qualitative data and ratings of indicators for six essential practices based on the Guiding Principles for Dual Language Education (Howard, Lindholm-Leary, Rogers et al., 2018). The data gathered is to be shared with site leaders and used to co-construct partnership goals including identification of focal indicators that will be the basis of professional learning and support ([DL Review on pager document](#)). Some data gathered from the [qualitative data report](#) that supports the intervention analysis is:

- Majority of classrooms using Adelante curriculum, which raised the level of rigor and ensured students were using text at or above grade level
- Vast majority of classrooms using differentiated sentence frames
- Most Spanish classrooms using TPR and visuals
- In majority of classrooms peers utilized one another for support
- All classrooms had turn and talks or other opportunities for student talk
- All classrooms had some attention to language
- All Spanish classrooms utilized home language (assisting students with rephrasing in target language, emphasizing cognates)

The data gathered from the DL Review was significant because it was data gathered from the entire school. While it was a school wide effort to focus on the new curriculum during PLC time, the difference between the PDs that I facilitated, was that my work focused on the intervention. I wanted the planning to go deeper into the curriculum by analysing the skills and standards students were expected to learn and then deciding the lessons they would teach and what strategies they would use for the Bridge. The PDs also focused on developing language and using CLO's to guide language instruction. Providing teachers with the opportunities to continue to develop their instructional expertise through PLCs, would strengthened their teaching. The pre- and post- survey and interviews and the DL Review data is significant. All three data points

helps assert that structured PLCs focused on standards based curriculum increases teacher collaboration, planning and shared instructional focus for their student's academic achievement.

Process Data: Integrating biliteracy Strategies Based on Coaching Feedback and PD

Teaching in a dual language setting not only requires close collaboration and planning, but it also requires teaching with particular biliteracy instructional strategies to support with second language acquisition. Through the research of bilingualism and language acquisition, I have moved away from believing that the only way students learn in a bilingual setting is from strict language separation. In the extensive research of Baker and Wright, 2017, around bilingual education and bilingualism, they promote the concept of translanguaging, which is the idea that children use all their language repertoires to develop meaning. In a dual language setting, using translanguaging means a second language learner in a Spanish classroom is allowed to use both their native language and their Spanish to express meaning and expressing knowledge through the use of both languages. This is a big shift for dual language teachers, but not allowing a child to produce meaning and share their thinking is not allowing them to be cognitively successful (Baker and Wright, 2017; Ofelia, 2009). Within the theory of translanguaging are strategies called the Bridge (Beeman and Urow, 2013). The Bridge is a tool for developing metalinguistic awareness in students. These tools teach students how language works and how it changes. Teaching students these strategies allows for cross-linguistic transfer (Beeman and Urow, 2013). As described in the literature review, the intervention focused on two instructional strategies, content language objectives and cognates. At Fuerza, we make sure each language has its protected space and dedicated time, but integrating Bridging strategies is a new practice for the school. During the intervention, teachers learned how to use particular instructional strategies and scaffolds to Bridge between languages and to build rather than denying understanding.

During the PDs, I focused on building teacher content knowledge of CLOs and cognates. I introduced literature from *Teaching for Biliteracy: Strengthening Bridges between Languages* by Beeman and Urow, 2013 and we focused on using cognates as a Bridging strategy. Teachers wanted to teach students contrastive analysis, and cognates are an easy and important Bridge

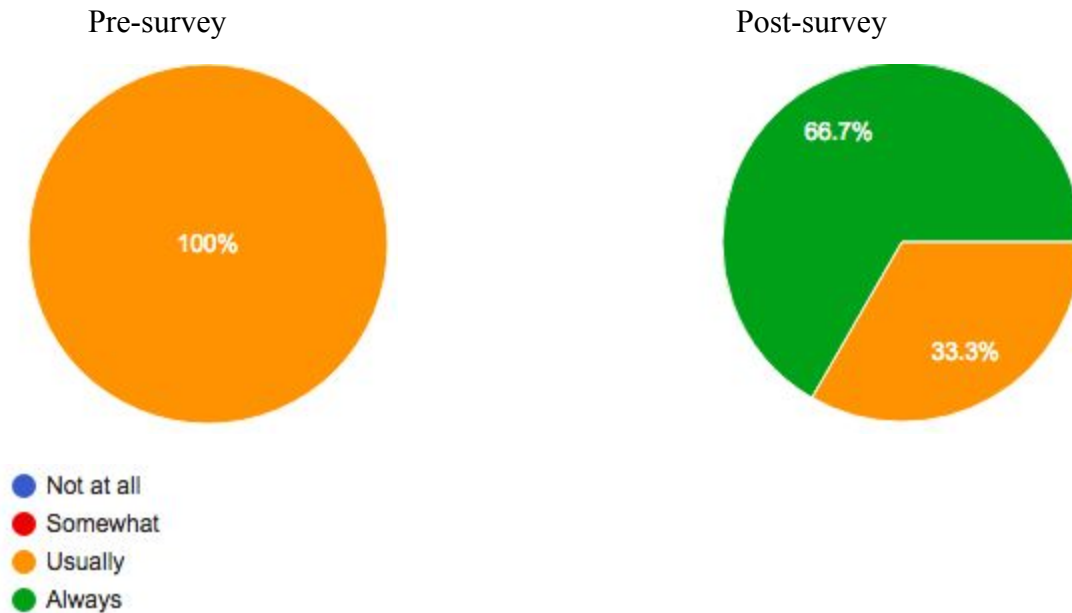
tool. The follow up for the work done in PD's was the coaching cycle. I attempted to coach each of the four teacher for a total three cycles. Due to high demands within the school, including the school principal taking a Family Leave in February, I was not able to complete the coaching cycle for one teacher, as I had to pick up extra administrative duties. I visited each teacher for a 30 minute classroom observation. To guide my debrief, I used the Instructional Learning Performance Assessment (ILPA). The data collected in the observations and confirmed through PLC discussions and the Dual Language Review, shows growth in teacher practice and content knowledge of Bridge strategies and the use of CLOs. At the beginning of observations, none of teacher had written CLOs on their board or used Bridge strategies. Through the coaching cycles teachers began to understand the importance of writing CLOs and providing students with sentence frames to support them with accessing the language demands of the CLO and all four teachers began to use anchor charts of cognates.

By the third observation cycle three out of the four teachers used CLOs consistently in their lessons and also provided the scaffold of sentence frames to make the task comprehensible and obtainable across language proficiency. During the observation I was able to document students independently accessing the language supports and using academic language to convey meaning of the task. From the data gathered from my observations, I was able to observe both English and Spanish dominant students accessing the CLOs 80% of the times during my last teacher observation. The observation data also documented, four out of the four teachers had posted cognate charts on the walls. These cognate charts were used to support students with identifying academic vocabulary in language arts and in science. Students were being taught to identify cognates in their text and teacher would add them to the chart after both languages were repeated out loud.

As evident in figure 9 below, the pre- and post-survey responses demonstrate a marked increase in teachers who expressed confidence in their and their partner's understanding of teaching for biliteracy and bilingualism. In the pre-survey 100% of teachers expressed that they *usually* use a second language acquisition strategy and in the post-survey only one teachers expressed that she *usually* uses a second language acquisition strategy while the rest of the teachers moved to *always*.

Figure 9

My teaching partner and I use second language acquisition strategies in our planning.



The data above substantiates that teachers did in fact improve their ability to use CLOs and cognates as second language acquisition practices in order to increase student oral development, academic language and pathway towards biliteracy. Although, one teacher was not able to complete the coaching cycle or the post-survey, the majority were able to implement the instructional strategies of teaching cognates for transferability and three out of four teachers had posted CLO's on the board. The data shows that due to the intervention, teachers engaged students in second language acquisition strategies and meaning making.

From the data gathered of the walkthroughs of all 16 classrooms in Fuerza elementary, the DL Review team highlighted in their qualitative data the findings below:

- Majority of classrooms using Adelante curriculum, which raised the level of rigor and ensured students were using text at or above grade level
- Vast majority of classrooms using differentiated sentence frames
- Most Spanish classrooms using TPR and visuals
- In majority of classrooms peers utilized one another for support
- All classrooms had turn and talks or other opportunities for student talk
- All classrooms had some attention to language
- All Spanish classrooms utilized home language (assisting students with rephrasing in target language, emphasizing cognates)

The data collected from the DL Review correlates with the rest of the data and helps draw important conclusions about the strengths of the intervention. The teachers that received the highest scores in the quantitative data was the second and third grade team. All three data sources demonstrate a significant change in teachers ability to use their content knowledge of curriculum and biliteracy strategies to strengthen their instruction. The evidence of CLOs on the board with sentence frames, anchor charts with cognates, and the high score in the DL review, speak to the importance of having grade level PLC's focused on curriculum implementation and second language acquisition. According to research on PLCs, collective inquiry develops new skills and increases awareness of capabilities that transform teacher beliefs, habits and instructional practices (DuFour, DuFour, Eaker, Many & Mattos, 2006).

Process Data: Can collaboration be sustained beyond the PLC time?

The Adelante and Advance curriculum covers 10 units that are thematic based. Each unit last three weeks and at the beginning of the PLC as we were developing inquiry around the curriculum, it was taking each grade level more than the recommended three weeks to finish a unit. We were challenged by the pacing and the amount of content each language teacher was supposed to cover. I facilitated the backwards planning for each unit and going over standards for each lesson. I allowed each teach to decide which method of planning best served their grade level team. I introduced them to digital planning tools, but it was up to the team to document how they moved the work. The 2nd grade team created a plan that highlighted each lesson by language. They were doing this process by photocopying the teacher planner and then color coding the lesson by the language it would be taught. The 3rd grade team was going over the teacher planner and writing their lessons into their own teacher planner or notebook. These format was working for the team, but it did not reveal to be as effective as it slowed the pacing of the work to be completed in the 60 minutes allotted for PLC and writing the planning on paper was not allowing the team to digitize their efforts for future documentation.

On April 10th, the 3rd grade modified an existing Adelante and Advance DL Planning [template](#) I had introduced earlier in the PLC to create the Fuerza Adelante and Advance Planning [Template](#). During the PLC that day I had them look at the original template again and asked them how do they plan on documenting for next year. The team went over the existing template and began to make changes that would best fit their needs. This template created a weekly pacing structure for planning that categorized the lessons by language. This template was shared with the 2nd grade PLC team who quickly adopted it to support their planning and curriculum implementation. One participated stated, “planning the unit with the template was helpful to me, I would love for us to plan all 10 of the Adelante and Advance units to be prepared for next year!” I believe it took teachers time to agree to digitize the work because they were much more comfortable with the curriculum and were able to move from their traditional system of planning on paper to planning electronically.

Due to the level of work required to complete the template, teams decided upon themselves to write the unit template during their Prep time so as to not do the “busy work” during PLC time. They wanted PLCs to be dedicated to reviewing the lessons with each other and for analyzing student data. During a PLC review of Unit 7, gathered from field notes, one teacher stated, “we met and separated the lessons by skills and Common Core State Standards. We have gotten the hang of this format and it was very quick.” During a question about sharing strategies in the post-interview, a teacher responded, “I don't have to share each strategy I teach because they are in the unit planning guide we created. We each know what the strategies are in the curriculum so we do not need to talk about it. It is already there. It has already been shared when we created the Unit planning guide.” Another teacher noted about working on Unit 6 with her partner, “we are on week one of Unit 6. We are going to look over the stories in different languages and wrestly with it and then divide up. It is really important to both teachers to introduce the unit on the same day. For two units we have figured out the pattern. You want to teach all of week one. Once you know the design and why it makes it much easier to understand how to teach the curriculum.” As evident in the teacher statements and in Figure 9 above, of the pre- and post-survey, responses demonstrate a marked increase in teachers who expressed confidence in their ability to teach the new curriculum and have an impact on student learning.

Teacher statements, the creation of the unit planning template, teachers working collaboratively outside of the PLC structure to create the planning guide for the 10 units, affirm that the intervention solidly met the desired outcome. In the past, Fuerza teachers did not have structured PLC time or standards based curriculum to support with teacher planning across language. Due to this action research, teachers have been provided with a facilitated structure to increase collaboration and provide opportunities for planning instruction. The intervention provided the teachers with the capacity to increase teacher collaboration, knowledge of the curriculum and best DL literacy practices.

Implications and Conclusion

Fuerza is a school located in a high impact environment in East Oakland. It serves a low income population and it continues to be plagued by high turnover in leadership and teaching staff. This year, Fuerza lost its school principal in February and teachers who were not tenured received lay off notices in March. This lack of stability had a great impact on student academic gains and in the test results of the CA state test. While there was significant growth by 8% in both the DRA and SRI reading scores from Fall to Mid year, this level of growth was not sustained to the end of the year testing period. These significant academic losses can be attributed to lack of school operational structure, the loss in leadership and low levels of teacher morale. While the intervention had a significant impact on teacher capacity building it should be noted that the intervention could have been stronger with the absence of the school's instability that was experience after Winter break.

While the school changes had a large effect on the entire school body, the PLCs continued to take place. This action research found promising results for the intervention on the efficacy of providing PD for new curriculum implementation and developing teacher content knowledge of biliteracy strategies through a consistent PLC structure. The lessons learned from the intervention and corroborated by the literature review have implications for the success of the dual language program at Fuerza. These include the importance of 1) implementation of a CCSS based dual language curriculum in both Spanish and English, 2) facilitated grade level PLC

structure, 3) coaching cycle for each teacher, 4) implementing research based biliteracy strategies to support second language acquisition.

From 2012-2017, teachers at Fuerza, novice and experts had to create their own curriculum. As described in the problem of practice, this practice had a negative impact because Spanish teachers had little curricular resource and with the high level of turnover, students were not always receiving CCSS instruction that supported them in reaching the district or state level academic demands. The adoption of the Adelante and Advance dual language curriculum moved the school in the direction towards alignment and cohesion. Teacher practice can be brought more into alignment by using quality curriculum as a tool for improvement. But that curriculum alone is not enough. I needed to provide capacity building through a PLC structure in order to support with professional development and implementation. Although, I facilitated two grade level PLCs, the entire school was collaborating within the PLC structure. The school went from 50% of teachers planning in isolation to 100% of teachers planning in PLCs. The other data source gathered during baseline data was that the 50% of teachers who are planning together were planning *what* they taught, but not *how* they taught. The intervention provided alignment not only curricularly, but also instructionally. Data gathered from both the field notes and the DL Review showed; majority of classrooms using Adelante curriculum, which raised the level of rigor and ensured students were using text at or above grade level, majority of Spanish classrooms teachers had explicit teaching of academic Spanish and recasting of student responses in academic Spanish, vast majority of classrooms were using differentiated sentence frames, and all Spanish classrooms utilized home language (assisting students with rephrasing in target language, emphasizing cognates). Focusing on planning and biliteracy instructional strategies that built on students' biliteracy skills allows teachers to take advantage of transferring concepts and skills between languages. This shift in practice focused teachers to move from the *what* to the *how*. Students were finally being engaged with literacy through the language of instruction, but focused on strategies to develop language, literacy and content (Urow and Beeman, 2017).

The data collected through the research process demonstrates, that I have successfully met the majority of the desired outcomes. The implications from this research will impact next years PLC planning. From the action research, we will continue to hold PLCs sacred and focused

teacher inquiry of curriculum, biliteracy strategies and student academic discussion. We will also be using the planning template created during the intervention to guide and digitize planning. With the 3 Year Plan for Language and Literacy Development developed by the DL Review, Fuerza now has the research and resources to plan for the next school years. The 3 year plan provides a concrete round map that can help guide school leadership at making curricular and professional development decisions that can support the growth of the program and school.

Key to the success of the intervention despite the school chaos, was my ability to be a decision making leader of the structure of the PLCs, the purchase of the curriculum and my encouragement of the district based DL Review. In order to live up the dual language vision, CUES must create a school wide process to ensure teacher collaboration based on a shared vision that holds high expectations for all students, a vision that is based on the belief that all students have the capacity to become biliterate. To do this, the leadership must provide dedicated time for PLCs that foster teacher collaboration and planning based on a standards based curriculum. PLC must provide teachers with the opportunities to develop professionally and foster their collective growth and sense of responsibility and accountability to students. Only with this can we strive to create the changes we envision and create a dual language school that is building students for the 21st Century.

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Appendix

Appendix A: Pre- and Post Interview Questions

1. How often do you co-plan your lessons with your partner teacher?
2. What do you value about teacher collaboration? Give examples of how you have collaborated around instruction.
3. How does collaborating with your partner teacher improve student performance?
4. What do you think are the best biliteracy/ second language acquisition strategies?
5. Do you share with your partner the strategies you are going to use and when you will use them on a consistent basis?

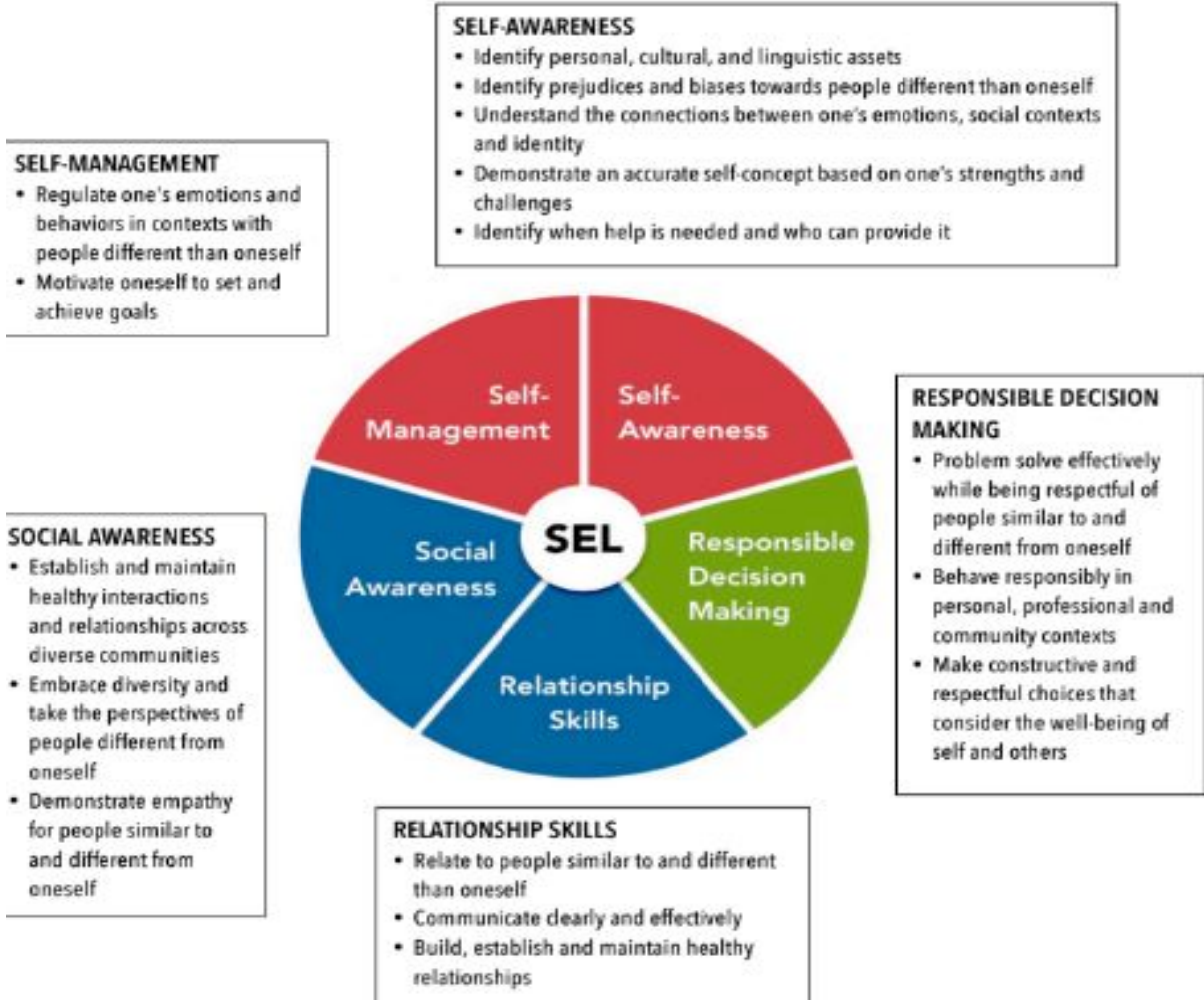
Appendix B: Pre- and Post- Survey Questions

1. How many times during the week do you co-plan your lessons with your partner teacher?
2. When collaborating with your teaching partner, do you plan specific teaching practices?
3. Do you and your teaching partner have a collective focus on student learning?
4. My teaching partner and I communicate high and rigorous expectations for achievement to our students.
5. My teaching partner and I use second language acquisition strategies in our planning.
6. My teaching partner and I have clarity around teaching for biliteracy and bilingualism.
7. Do you believe your current level of collaboration has an impact on students achievement?

Appendix C: OUSD Social Emotional Standards



Social and emotional learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Everyone strengthens their social competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.



Appendix D: Content Language Objective Guide

Content-Language Objective Template - ELEMENTARY

I can _____ using _____.

- Go to [CLO Guide for Elementary](#)

<p>Lesson Title: A name that clarifies the content area, grade level and specific work in the content area</p>	
<p>1. Standards: What standards are you addressing for core content and for the California ELD Standards? Learn more here</p>	
<p>2. Write Content Objective (Task): What will students learn and how will they demonstrate this learning? Learn more here</p>	
<p>3. Write Exemplar Student Response (for oral or written output): Write a response that meets your expectations for this task in alignment with grade level standards Learn more here</p>	
<p>4. Write Language Objective (Academic language needed): What academic language surfaced while writing your exemplar? What will students struggle with and what differentiation is needed? What needs to be explicitly taught to your students? Learn more here</p>	
<p>5. Complete Content-Language Objective (CLO) Combine the Content and Language objectives into a complete objective Links to more sample Content-Language Objectives</p>	

Appendix E: Video Reflection Questions

Name: _____ Teacher in video: _____

Glow:

Grows:

Questions to guide our conversation:

1. Did your lesson support your co-teacher?
2. Was the objective clear?
3. What was the content language objective?
4. Did students engage in meaningful talk to further their oral development?

Appendix F: Peer Observation Form

Observation Form

Teacher Observed: _____

Grade: _____ **Date and Time of Class:** _____

Language: _____

Describe what happened in this class session:

1) What lesson was taught during the mini lesson? What were the objectives/ the content language objectives? Were the objectives clear to the students?

2) Were students working in: large group, small groups or independent practice?

3.) What biliteracy strategies did the teacher use to engage students?

4) What questions do you have

Appendix G: Planning Tool

Adelante & Advance DL Planning Template

Essential Question/Pregunta Esencial:
Objectives/Objetivos:

Week 1

Grade/Gra do 3 Unit/Unida d 6	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud					
Lectura interactiva en voz alta					
Reading Mini-Lesson					
Mini lecciones de lectura					
Writing and Language Mini-lessons					
Mini lecciones de escritura compartida					
Phonics and words study					
Fonética y					

estudio de palabras					
Biliteracy Transfer					
Transferable Skills					

Week 2

Grade/Grado 3 Unit/Unidad 6	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud					
Lectura interactiva en voz alta					
Reading Mini-Lesson					
Mini lecciones de lectura					
Writing and Language Mini-lessons					
Mini lecciones de escritura compartida					
Phonics and words					

study					
Fonética y estudio de palabras					
ELD/SLD					
Biliteracy Transfer					
Transferable Skills					
Non-Transferable Skills					

Week 3

Grade/Grado 3 Unit/Unidad 6	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud					
Lectura interactiva en voz alta					
Reading Mini-Lesson					
Mini lecciones de lectura					

Writing and Language Mini-lessons					
Mini lecciones de escritura compartida					
Phonics and words study					
Fonética y estudio de palabras					
ELD/SLD					
Biliteracy Transfer					
Transferable Skills					
Non-Transferable Skills					

Appendix H: ILPA Planning Tool for Coaching Conversations

ILPA Planning Tool: Questions to Support Planning for Observation-based Instructional Conference

Conference Component	Questions to Consider	Planning notes/ideas
Opening	<ul style="list-style-type: none"> • How can you cue or re-establish relational trust? • How is this observation connected to previous sessions/learning? • What is the focus for this debrief and how will you communicate it? • How can you remind teacher of previous goal and anchor it in the model of teaching? • (For supervisors, how will you communicate if it's formative or summative in nature?) • How will you involve the teacher in this section? 	
Bringing Focus	<ul style="list-style-type: none"> • How will you share the evidence with the teacher? • How will you communicate the evidence to be analyzed? • How can you elicit the teacher's perspective of chosen events? • How might you respond if the teacher has a different perspective? • How will you choose which stance to use? 	
Moving Practice	<ul style="list-style-type: none"> • How will you determine the teacher's rationale for or thinking behind his/her actions? • How can you help the teacher compare his/her practice to the framework of teaching? • How will you determine what the teacher's understanding of the core teaching practice in question is? 	

	<ul style="list-style-type: none">• How will you increase the teacher's understanding of the practice in question (if necessary?)• How will you help the teacher find the next appropriate growth steps in his/her practice?• How can you remind the teacher of his/her capacity to effect positive change?	
Closure	<ul style="list-style-type: none">• How will you check to determine the teacher's understanding of what transpired?• How will you determine if there is a shared understanding about next steps and they will be assessed?• How will you establish accountability for next steps?• How can you communicate enthusiasm for the teacher's growth?	

Appendix I: Dual Language One Pager

Dual Language Review for Sites

What is the purpose of the DL Review?

The purpose of the Site DL Review is to gain baseline data to inform sites of their progress toward providing Dual Language Learners the academic skills and tools to meet the academic demands of the:

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- California ELD Standards
- California ELA/ELD Framework

The review emphasises the use of complex, academic language to articulate thinking and reasoning in speaking and writing in ways that are specific to each subject area; in both English and Spanish. Data from the DL Review will give an opportunity to sites to begin the collaborative design of a plan between site leaders and ELLMA partners that addresses the [ELL Site Review Focal Indicators](#) chosen by the site.

The DL Review is grounded in the [Essential Practices for ELL Achievement](#) and Guiding Principles of Dual Language. The Five Essential Practices summarize ELLMA's theory of change to ensure English Language Learners are on track to graduate college, career, and community ready. They are designed to both guide and hold accountable all OUSD educators as we take **collective** responsibility for the academic, linguistic, and socio-emotional needs of our ELLs.

What are the components of the DL Review?

Site DL Reviews are generally conducted at the beginning and end of the school year. The components of the Site DL Review are:

- Classroom Walkthrough
- Teacher Focus Group
- Parent/Family Focus Group
- Student Focus Group
- Dual Language Curriculum

Tools:

- [Site DL Review | 17-18 Focal Indicators](#)
- [Site DL Review | Master Indicators](#)
- [Site DL Review | Focal Indicators Classroom Observation Tool 2017-18](#)
- [Site DL Review | Principal Interview](#)
- [Site DL Review | Teacher Focus Group](#)
- [Site DL Review | Parent Focus Group](#)
- [Site DL Review | Student Focus Group](#)

Appendix J: ELL Review Qualitative Data gathered from ELLMA office

ELL Review Qualitative Observation Report

School Name: CUES

2017-18 School Year

Date of Review: 05/10/18

Focal Indicators	Areas of Strength ("Glows")	Areas for Growth ("Grows")
Essential Practice #1: Access and Rigor		
<ul style="list-style-type: none"> • 1.1 Students engage in tasks that are aligned to grade-level standards and require critical thinking and/or application. • 1.2 Students effectively access language resources and other scaffolds to support their understanding. /// Teacher makes grade-level and complex material / content comprehensible without simplifying material. 	<ul style="list-style-type: none"> • Majority of classrooms using Adelante curriculum, which raised the level of rigor and ensured students were using text at or above grade level • Vast majority of classrooms using differentiated sentence frames • Most Spanish classrooms using TPR and visuals • In majority of classrooms peers utilized one another for support 	<ul style="list-style-type: none"> • Not enough time given to check for understanding in the majority of classrooms • In multiple classrooms, task did not align to objective or match rigor of the standard
Essential Practice #2: Designated and Integrated ELD		
<ul style="list-style-type: none"> • 2.2 Academic language related to the Content-language objective and task is explicitly named, taught, rehearsed, and reinforced. • 2.3 Students develop and use language to explain ideas, express understanding and negotiate meaning. /// Teacher engages students in activities to fortify complex output and to foster academic discussions to support content and language development. • 2.4 Students have opportunities to learn how language works to make meaning. • 2.5 Site has clear structures, expectations, and support for 	<ul style="list-style-type: none"> • All classrooms had turn and talks or other opportunities for student talk • All classrooms had some attention to language • Majority of Spanish classrooms teachers had explicit teaching of academic Spanish and recasting of student responses in academic Spanish • In 3 of 3 English DL classrooms, teacher mentioned or gave students opportunities to discuss the purpose or features of specific genres 	<ul style="list-style-type: none"> • Language objective not included as part of CLO in majority of classrooms • In English classrooms, more recasting of academic language, especially English syntax, is needed • In most classrooms, the sentence frames were basic ("I think ___ because ___.") • In most classrooms, the language emphasized by the teacher was not directly related to the objective of the lesson (e.g. teacher was emphasizing vocabulary related to text structure/features, but not

<p>daily Designated ELD.</p> <ul style="list-style-type: none"> ● 2.6 Site-based structures support ongoing professional development and inquiry to support all teachers to include language practices and embedded supports for ELLs in planning, instruction, and assessment. 	<ul style="list-style-type: none"> ● Site has clear structures for designated ELD, and all rooms using the same curriculum 	<p>language students would actually be producing within this structure)</p> <ul style="list-style-type: none"> ● Not all classrooms teaching about How English Works at the text level, and few classrooms teaching How English Works at the paragraph/sentence/phras e/word level (these levels are in different places in the curriculum, so this is perhaps why teachers are missing these levels) ● Need to define what designated SLD/ looks like
<p>Essential Practice #3: Data Driven Decisions</p>		
<ul style="list-style-type: none"> ● 3.1 Teacher checks for understanding throughout the lesson to gather evidence of content and language learning and to adjust instruction during the lesson. 	<ul style="list-style-type: none"> ● Majority of classrooms, teachers use turn and talk and circulate during this time ● In most Spanish classrooms, teachers adjusted for language based off CFUs 	<ul style="list-style-type: none"> ● Most classrooms did not show sufficient wait time for teachers to actually ascertain if students were truly understanding ● 0 classrooms used total response strategies (e.g. white boards, technology where every student answers) ● Majority of classrooms CFUs were not focused on adjusting for language in English and SEI ● Need for clarity for teachers on how and what to correct if students use non standard language, in a way that doesn't affect classroom culture; enabling students to code switch
<ul style="list-style-type: none"> ● 4.2 Students' prior knowledge of language and content is activated and built upon using culturally and linguistically responsive practices. 	<ul style="list-style-type: none"> ● All Spanish classrooms utilized home language (assisting students with rephrasing in target language, emphasizing cognates); some English classrooms did or students spontaneously utilized L1 to make meaning 	<ul style="list-style-type: none"> ● In majority of classrooms, students not grouped strategically/heterogeneously to enable language learning <ul style="list-style-type: none"> ○ Could teachers get students ELPAC levels early on to support them with grouping and

		<p>pairing students heterogeneously?</p> <ul style="list-style-type: none"> ● Respect for home culture and language is not necessarily imbued into the curriculum and instruction; it is mostly just messaged in classroom posters and teacher attitudes ● Concerns from some staff members about the ability to the curriculum to allow for culturally relevant teaching, including social justice and community activists; having to move away from the curriculum to include these pieces
<p>Essential Practice #5: Whole Child</p>		
<ul style="list-style-type: none"> ● 5.1 Students across all language proficiency levels take risks and actively participate. 	<ul style="list-style-type: none"> ● In all Spanish classrooms students were taking risks and participating ● In all classrooms, teacher was attempting to ensure that all students were participating ● In 1 classroom, strong structures in place for students to hold one another accountable and ensure equitable participation in discussion ● In 2 classrooms, students were supporting classmates with IEPs, high social emotional ● In all classrooms, teachers responded respectfully to student behavior (including positive narration, strategically calling on students) 	<ul style="list-style-type: none"> ● Not accountability for all students to participate, especially Spanish language learners ● More opportunities for risk taking and perseverance should be provided ● More space given for students to set and reflect on their own learning goals ● Give families better access to student data <ul style="list-style-type: none"> ○ State CELDT report and ELL Snapshot are only in English