Courageous Collaboration: Observing Together to Elevate EL Achievement

In this session I especially want to ____________________________

C.A.B.E Annual Conference
San Diego, California
March 5th, 2015
### Figure 1.1 Sources of Formative Data on Academic Language and Discourse

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<tr>
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<th>Out of the Classroom</th>
<th>In the Classroom</th>
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</thead>
<tbody>
<tr>
<td>1. What is our goal for student learning?</td>
<td>What are the language demands of our content learning goal, task(s), and reading(s)?</td>
<td>What does a proficient academic response specific to this context sound like?</td>
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<tr>
<td></td>
<td>What discourse skills do students need to excel in related collaboration tasks?</td>
<td>What does proficient academic discourse specific to this context sound like?</td>
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<tr>
<td>2. What can students understand and do in relation to the goal? (Formative data)</td>
<td>What does students' academic writing tell us about their strengths and instructional needs with language, literacy, and content learning?</td>
<td>What do students say in specific academic contexts? How do they use language?</td>
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<td>What discourse moves do they use in academic conversations? Do students take turns answering the same question, or build up ideas together?</td>
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<td>3. What opportunities do we need to provide to help students close the gap? (Instruction)</td>
<td>What approaches do researchers and experts in the field recommend? What is working in other schools?</td>
<td>What instructional approaches elevate student's understanding and use of academic language in our classrooms? What approaches are most effective for engaging all students in academic discussions? How do shifts in scaffolds, modeling, or task structure impact students' academic language use, content understanding, critical thinking or participation?</td>
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**Notes:**
Observation Inquiry at a Glance

**Teams:** Three to eight colleagues that teach the same grade level, subject area, or share a common focus form a team.

**Focus:** Teams identify a problem of practice (POP) they are driven to address together to make significant impact on student engagement and learning.

**Launch:** Facilitators launch the process with 6 to 9 professional learning hours to help participants

- build buy-in and trust;
- identify a data-driven focus;
- plan pre/postassessment;
- learn and practice protocols;
- schedule logistics; and
- plan the first lesson.

**Inquiry cycle:** In a school year, teams engage in four or five half-days of inquiry around live lessons, each scheduled about one month apart and taught by a different member of the team. In each inquiry cycle, one teacher teaches a lesson the team has planned while observers take notes on student actions and speech relevant to the POP. Using a nonevaluative protocol, the team discusses and analyzes student learning. They build on insights to set individual and team goals and to plan the next lesson for inquiry.
## Compare Observation Data

Compare the following descriptions of the same moment of time in a lesson. How are they similar or different? Which are the most formative about students? Which reveal the potential impact of instructional scaffolds?

<table>
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<tr>
<th>Teacher used think-pair-share.</th>
<th>All students took turns talking to partners.</th>
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<tbody>
<tr>
<td>Students used academic language.</td>
<td>One student said, &quot;Based on the illustration, I infer the dog will go with the policeman.&quot;</td>
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<tr>
<td>Using a sentence frame (underlined), one student said: &quot;Based on the illustration, I infer the dog will go with the policeman.&quot;</td>
<td>Partners each said one idea using the sentence frame, then stopped talking.</td>
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</tbody>
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APPENDIX B

Easy Protocol Reference

DEBRIEF A LESSON

Describe

1. Reread your notes, and choose five details relevant to the high-leverage challenge area and/or teacher’s observation priorities.

2. Write each detail on a self-stick note.

3. Share your details with the team without adding any interpretation or judgment.

Tips

- The details are “talking chips.” After sharing yours, listen until all others have shared.
- Avoid using adjectives that reflect positive or negative interpretation.
- If you hear a general or evaluative statement, ask, “What’s the evidence?” “What student action did you see that lead to you that interpretation?”

Organize

1. Silently reread the different details on self-stick notes, and think of how to group similar data.

2. Collaborate to cluster the notes into groups or categories that illuminate trends.

Tips

- Group evidence in ways that help you answer team inquiry questions.
- Not all data clusters in trends. A piece of evidence may stand alone.
- Be open to diverse perspectives in how to organize the data. This is an open-ended task, and the actual organization is less important than the insights we gain from the data. Begin the next step of writing generalizations to capture all ideas.

Generalize

1. Make generalizations from the data about student actions, understandings, and abilities demonstrated in the lesson.
2. Choose a team member to write generalization statement on the board or chart paper.

Few students . . . Some students . . . Most students . . . All students . . .
2/20 students . . . No girls . . . When asked to _____, most students . . .

Tips
- Use qualifiers like “few,” “some,” or “all” to align generalizations to how many students participate in the lesson tasks.

Link Cause and Effect

1. Have each team member star up to three generalizations that are their top priorities to discuss as a team. Begin with the items that have stars, and address the others only if there is time and team interest.

2. For each generalization the team wants to repeat (e.g., student success), collaborate to identify instructional actions that directly lead to this outcome. The purpose is to articulate together how to replicate the success in other contexts.

3. For each generalization that represents a student challenge, brainstorm instructional actions the team can take to address that challenge in any classroom. Use copies of Note-Taking Template: Brainstorming Solutions to take notes.

Fifth, plan the next lesson

Tips
- For Step 2, think about actions observed in this lesson, actions that preceded this lesson, and actions any team member has seen achieve the same result.
- When addressing challenges, don’t give feedback to the teacher who taught the lesson. Instead, talk about how to address the challenge when it comes up in any classroom. Ask, “What can we do to ensure students succeed with that challenge?”

Finally, set individual and team goals.
Note-Taking Template: Brainstorming Solutions

Team: ___________________________  Date: ________________________

1. Write one generalization that reflects a challenge the team wants to address together.

Challenge: _______________________________________________________

2. Brainstorm ways to address this challenge in classrooms:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. Identify idea(s) to incorporate into the next team-planned lesson. Write a star next to these prioritized idea(s), and then use these notes as a reminder when planning the next lesson together.