

Leadership Project: Increasing the Academic Achievement of English Language Learners at

the

Academic Leadership Community High School

Violeta Ruiz

UCLA

Part 1: Problem and Rationale

English language learners (ELLs) at the Academic Leadership Community High School (ALC) are not attaining the same academic performance levels as other students on campus. English language learners are not scoring above basic on most CST exams, passing core academic classes, nor are they reclassifying at expected rates. Based on Professional Development Evaluations and casual conversations with teachers, it is evident that there needs to be an increase in support for content teachers to develop lessons that incorporate effective strategies that target the needs ELLs.

The underachievement of English language learners is a major social justice concern because there is a lack of equity and access to curriculum, support for student learning, and student achievement. English language learners are expected to complete the same learning tasks as others in their classes; yet, they are not given the extra scaffolds that would allow them to successfully complete them. Although some teachers do provide ELLs with the extra scaffolds, several students have become discouraged with their minimal academic gains that they are disinclined to complete specific tasks. In addition, while students with Individualized Education Plans (IEPs) are provided with paraprofessional support, ELLs are not provided with the same support. English language learners have to independently seek the extra help either during class or after school. This lack of support and equity and access to the curriculum lead to decreased levels of student success and achievement in academic classes, CST scores, CAHSEE scores, and eventual language reclassification rates.

The rationale for identifying the underachievement of English language learners as a problem are the following: ELLs usually go under the radar at ALC; there is an ineffective

system in place that targets these students; and it is one of the focus goals for ALC's Single Plan for Student Achievement for the 2012-2013 academic year. Although several hours of professional development are spent on increasing student achievement across all subgroups, ELLs are often placed on the agenda as an afterthought and most of the attention is usually directed towards interventions that target disruptive students and those with IEPs; or if ELLs are the focus of professional development, strategies on how to teach and reach these students to increase academic achievement are never directly shared. Instead, the staff focuses on the goals that English language learners are not accomplishing. In addition, ALC offers tutoring labs (Language, Math, Writing, and Quiet Labs) for students four times a week and all teachers have at least one office hour per week. All students, especially those struggling in their academic classes, are encouraged to attend office hours and tutoring labs. Although the tutoring system is in place to target underperforming students, the labs are underutilized and few English language learners attend office hours with their teachers. Lastly, after ALC's successful Western Association of Schools and Colleges (WASC) visit in the Spring of 2012, the Leadership Team created five SMART goals for the school as recommended by the visitors and one of those goals is increasing the academic achievement and reclassification of ELLs. Thus, it is my goal to create and implement an action plan that will target English Language Learners to increase their academic achievement and eventual reclassification rates.

Part 2: Literature Summary

Article #1: Listening to Teachers of English Language Learners

Survey research conducted by Gándara, Maxwell-Jolly and Driscoll (2005) sought to discover the daily challenges faced by teachers with English learners (EL) in their

classrooms, teachers' self perception of their knowledge and preparation for meeting the needs of English learners, and teachers' views on professional development and other supports that would best prepare them to meet their daily challenges. Gándara et al. designed the study based on previous reviews on teacher effectiveness and satisfaction, previously conducted teacher surveys, and other school and classroom studies with English learners. The researchers aimed at including teachers from districts that represent the geographic, economic, and the diversity of California schools. Researchers solicited teachers with varying credentials who taught English language learners in diverse programs including bilingual, dual immersion, and structured English immersion, and mainstream. Ultimately, the survey included teachers from 22 small, medium, and large districts with the majority of the participants coming from 10 districts all of which had interest in the goals of the study. The responses were grouped into focus groups for analysis based on geographic region, program, and demographics. Of the 5,300 educators surveyed, 4,400 currently worked in the classroom, 400 teachers worked in either dual language or Structured English Immersion programs and 4,000 worked in regular classrooms with EL students. The study participants reflected the demographics of teachers in the state of California with regards to gender and ethnicity. Participants also reflected the percentages of teachers working with English language learners and those with Cross-cultural, Language, and Academic Development (CLAD) and Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) authorization.

Gándara et al.'s survey research had several findings. The first of these findings is that teachers focused on what they could do to improve student learning and did not blame students or families for their low achievement. In addition, the study found that teacher

communication with both students and families is of great importance, yet, many teachers face a language barrier when communicating expectations and student progress to families. Furthermore, the second major challenge reported by elementary teachers is not having sufficient time to teach EL students all the required subject matter. Moreover, in both the elementary and secondary setting, teachers expressed frustration with the wide range of English language and academic levels found in their classrooms and the lack of tools to teach their students. Interestingly, the study found that the more preparation that teachers had for working with English language learners, the higher their confidence in their skills in successfully working with these students, and the more likely they were to express challenges involving the shortcomings of instructional programs and resources available to these students. Most importantly, the study found that over the last five years, 43% of teachers with 50% or more English learners in their classrooms had minimal professional development designed to teach English learners and the quality of the training received was inconsistent. Lastly, the study found that if given the option as to the type of support needed to improve the achievement of English learners, teachers often chose paraprofessional help, time to teach and collaborate with peers, and better English language development materials.

Article 2: Teaching English Language Learners in the Content Areas

Janzen (2008) conducted a research review to identify effective approaches for working with English language learners across content areas, specifically, history, math, English language arts, and science. He also investigated the concerns and pedagogical issues associated in specific disciplines and themes present across the different fields. Several databases were used to search on the topic of mainstream teachers and English language

learners. The databases used were ERIC, JSTOR, Wilson Select Plus, Wiley Interscience, and Academic Search Premier. Janzen used 1990 as the cutoff date and searched the following descriptors: English language learners, science, math, mathematics, history, social studies, English, content areas, and secondary teaching. Most of the studies discussed were published in peer-reviewed journals and a select few were books and research reports. During the initial stages of the research review, Janzen only included empirical investigation but soon found that very few research studies have been published in several content areas. Of the 128 studies reviewed, most were specific to U.S. schools with few from Australia and Canada since these countries have experienced similar challenges to working with immigrant and refugees. Janzen divides the studies into the following subcategories focusing on academic literacy (linguistic, cognitive, and sociocultural concerns), teaching, and professional development issues.

Janzen's research review analysis several findings. First and foremost, Janzen found that although all disciplines have addressed linguistic, sociocultural, and pedagogical matters, science has the most thorough research investigations, while cognitive issues have received the least attention across all content areas. In addition, the most referenced claim is that language plays a central role in content teaching and that "academic uses of language as well as the meaning of individual words need to be explicitly taught for students to fulfill the genre or discourse requirements privileged in academic settings and to understand the material the encounter" (p.1030). In addition, explicit instruction in cognitive behaviors is less visible than linguistic topics across all disciplines. Furthermore, researchers have found that there is a need for extended professional development to address all goals for English language learners. Moreover, research shows the importance of incorporating

students' cultures, discourses, and language across all content areas. Janzen concludes that there is much work to be done to address instructional strategies to improve the achievement of English language learners and the mechanism of professional development to facilitate the implementation of knowledge across all content areas.

Article #3: What We Know About Effective Instructional Practices for English Language Learners

Gersten and Baker (2000) conducted a qualitative multivocal synthesis to investigate what is really known about effective teaching practice for English language learners in the elementary and middle school grades. The multivocal synthesis involved two parts: professional work groups and a literature search. The professional work groups included practitioners and researchers across the United States and their input was used to gain a sense of what was considered promising and productive practices. The professional work groups included five groups of the following areas: Virginia, California, Washington D.C., Florida, and Arizona. The literature search for experimental and descriptive studies searched for research articles on English language learners between 1985-1997 for K-8 instruction. Both experimental and quasiexperimental intervention and descriptive studies in which classroom observation was used to develop interpretations of classroom learning environments that were potentially beneficial to students were included in the study. Overall, a total of nine intervention studies (8 group studies, and one single-subject study) and fifteen descriptive studies analyzing classroom instruction were analyzed in the study.

Gersten and Baker's multivocal synthesis identified the following three major themes associated with English language instruction: merging of English language development with content area learning, the relationship between promising approaches and the

knowledge base on effective teaching, and confusion, tension, and assumptions about oral language use. Lastly, Gersten and Baker concluded that future research with well-designed and valid studies is required to further the understanding of English language learner development. Although the article focuses on elementary and middle school grades, the article is applicable in my school setting because most of the English learners read at an elementary level.

Analysis

In the past 30 years, the number of children of immigrant parents has risen from 6% to 20% of the United States population (Janzen, 2008,p.1010). Although not all children of immigrant children are English language learners, 10.5 % of U.S. public school students are considered English language learners. The rapid increase in the number of English language learners in the public school setting has translated into disappointing results such as high dropout rates and levels of below basic in state exams (Janzen, 2008,p.1010). In my own professional experience, English language learners fail content classes and the California High School Exit Exam at higher rates than fluent English speakers. The root causes for the demoralizing results in the achievement of this group of students are institutional failures to address the needs of these students. The three institutional causes that I have identified that are responsible for the failure of English language students are the lack of English language development resources, successful instructional strategies for student success across all content areas, and effective professional development.

The first root cause for the underachievement of English language learners is the need for specific and effective English language development resources. For example, an important English language development resource that comes at no additional costs to

schools is, as cited by Gándara et al. (2005), “more opportunities for teacher collaboration” (p.16). The time for teacher collaboration can be built into the professional development and staff meeting agendas at no additional costs to districts. Teachers at my school recognize the importance of sharing best practices and collaborating with each other and if they were given the opportunity to do so during professional development, they would share their strategies with each other.

The second root cause for the achievement shortcomings of English language learners is the lack of implementation of successful instructional strategies for the development of English language across all subject areas. For example, Janzen (2008) claims that although the instructional strategies in science has been most widely researched and written about, teachers are not incorporating these strategies into practice. In addition, Janzen (2008) claims that all subject areas have neglected to pay attention to cognitive issues that might help improve student academic literacy (p 1012). It is important for teachers be given a “tool box” of successful instructional strategies for English language learners to implement in their lessons in an effort to decrease their achievement gap. In addition, Gersten and Baker (2000) identified the following effective English language learner instructional strategies: “building and using vocabulary as a curricular anchor, using visuals to reinforce concepts and vocabulary, implementing cooperative learning and peer-tutoring strategies, using native language strategically, and modulating of cognitive and language demands” (p.462). Although these strategies have been identified, most teachers, including those at my school, are not explicit in their incorporation of these strategies.

The third root cause affecting the underachievement of English language learners is

the need for effective professional development being readily available for teachers. According to Janzen (2008) professional development should address the following objectives:

Learn about the language of their discipline in depth become accustomed to integrating language and content instruction, understand their attitudes toward cultural diversity and their assumptions about ELLs, and successfully adapt the knowledge base they acquired in training to actual teaching. (p.1030)

In spite of the importance of professional development, schools and districts neglect to provide their teachers with professional development as cited by Gándara (2005) where in the last five years, “43% of teachers with 50% or more English learners in their classrooms received no more than one in-service that focused on the instruction of English Learners” and for those who taught 26-50% of English learners received “no, or only one such professional development” (p.13). Not only is professional development not readily available to teachers but the professional development that is available is usually taught “by a presenter with very limited knowledge and experience with EL students and thus did not provide adequate or appropriate information to help teachers improve English learner instruction” (Gándara et al., 2005, p.13). Teachers from Gándara’s survey as well as those from my school have voiced need for the “district administrators to gain more understanding about the challenges of, and solutions to, working successfully with EL students” (p.13). One example of how effective professional development does not exist is a professional development at my school where instead of it clarifying questions, it left the teachers in the room with more questions about how to teach English learners.

Conducting research on my topic clarified previous misconceptions that I had about

teaching English language learners. For example, I thought that sheltered instruction was best for English language learners but according to the professional work groups in Gersten and Baker's study (2000), "sheltered content area instruction often leads to sacrifices in learning English, and few districts have a curriculum that promotes students' proper use of English Language" (p.459). Instead, Gersten and Baker suggest having students work in collaborative groups with support in general classes where students gain experience in thinking through "and then verbalizing, in English, their ideas regarding content areas" (Gersten & Baker, 2000,p.459). In addition, when students don't meet the expectations or succeed academically; teachers often blame students and their families for their shortcomings. It was interesting to see that teachers actually "felt positively about students' willingness and determination to learn and about parents' desire to support their children's academic achievement" (Gándara et al., 2005, p. 6) The research reminded me to not base my plan on personal assumptions but to take into consideration research findings because sometimes, assumptions are wrong and important information goes unnoticed.

After reading several articles, I have decided to include a larger professional development component into my action plan. Rather than focusing solely on students, the research has taught me to look at the institutional side and find possible solutions to address and remedy the achievement gap of English language learners. As part of a systemic approach to increasing English language learner academic achievement, I want to also create and lead meaningful professional development workshops where the effective strategies as determined by Gersten and Baker and those found in SDAIE are presented to teachers as a refresher of what they can be implementing in their classrooms. To keep teachers accountable for these strategies, I am going to create an observation form specific

to English learner strategies and have grade-level teachers observe each other.

Part 3: Data Analysis

Increasing the academic achievement of English language learners is a goal for the Academic Leadership Community (ALC) School. Several sources of data have increased the awareness of the underperformance of English language learners to teachers and administrators and this has increased the urgency to improve the success of these students. Analyzing institutional and policy data, school data, and teacher surveys has provided further evidence of the root causes underlying the underachievement of English language learners.

Institutional and policy data is analyzed by both administrators and teachers throughout the academic year to determine the needs and goals for specific groups of students, in particular, English language learners. For example, the Academic Performance Index (API) score specific to English language learners dropped seventeen points from the previous year. This data provides evidence that English language learners are not improving academically. In addition, while writing the school's Western Association of Schools and Colleges (WASC) report during the 2011-2012 academic year, the school observed that the percentage of students improving on the California Education Language Development Test (CELDT) and meeting CELDT proficiency was lower than the district's average as seen in Figure 1. Furthermore, English language learners fail to score above proficiency across all content areas except for math whereas all other subgroups, except for students with Individualized Education Plans (IEP), do score above proficient (Figure 2). These findings highlight the need for successful interventions and strategies to improve the academic attainment of English language learners.

FIGURE 1: English Language Learners Data 2008-2009

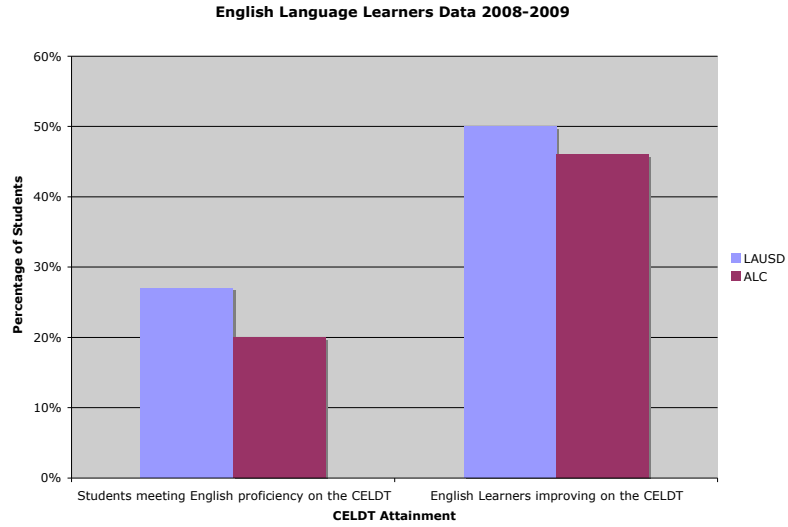
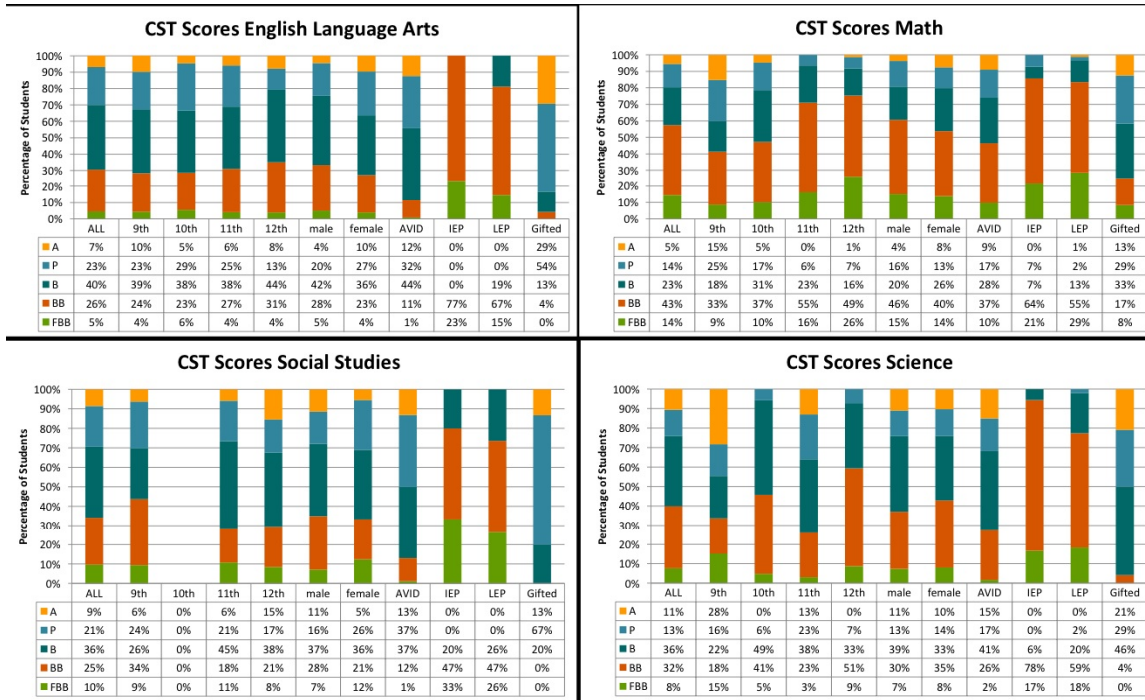


FIGURE 2: CST DATA 2011-2012



Academic Leadership Community’s quarterly data, updated every five-week grading period, highlights the underachievement of English language learners. By comparing the overall GPA of all students, it is evident that English language learners, specifically, Limited English Proficiency (LEP) students, have the lowest performance. Only 9% of LEP students earned a GPA between a 3.0 and a 4.0, 64% have a GPA below a 2.0, and none have a weighted GPA higher than a 4.0 (Figure 3). In addition, when looking at the current semester GPA, 28% of LEP students have a GPA greater than a 2.0 making them the lowest performing group at the school (Figure 4). Furthermore, when observing the grade distribution amongst LEP students, 16% earned D’s and 37% earned F’s, indicating that students are not receiving grades that will make them eligible to graduate high school and attend a four-year college (Figure 5). Not only are LEP students receiving low grades in their classes, but also the majority (62%) is also not receiving a C or better in A-G classes, the highest amongst all disaggregated groups (Figure 6). Lastly, when comparing the current, overall, and A-G GPAs, LEP students earned the lowest average GPA across all categories from the reported subgroups (Figure 7).

FIGURE 4: Current Semester GPA: 15 Week Report Card

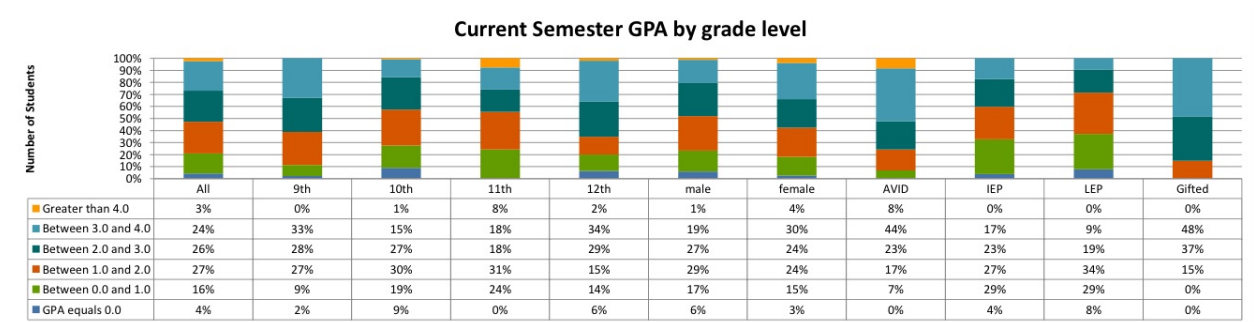


FIGURE 5: Percentage of Students Passing A-G Classes with a C or better: All Classes

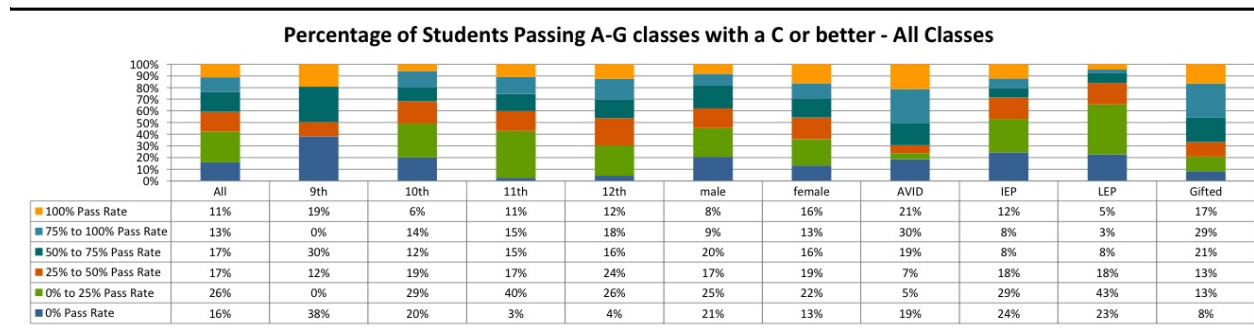


FIGURE 6: Percentage of Students Passing A-G classes with a C or better: 15 Week Report

Card

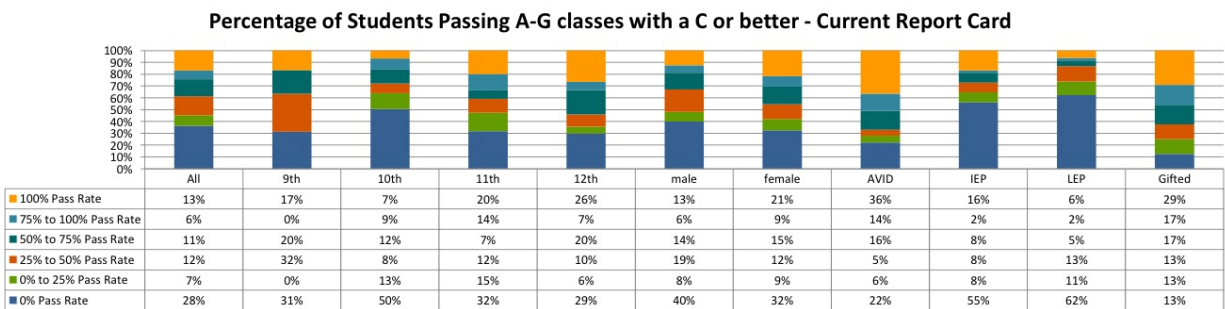
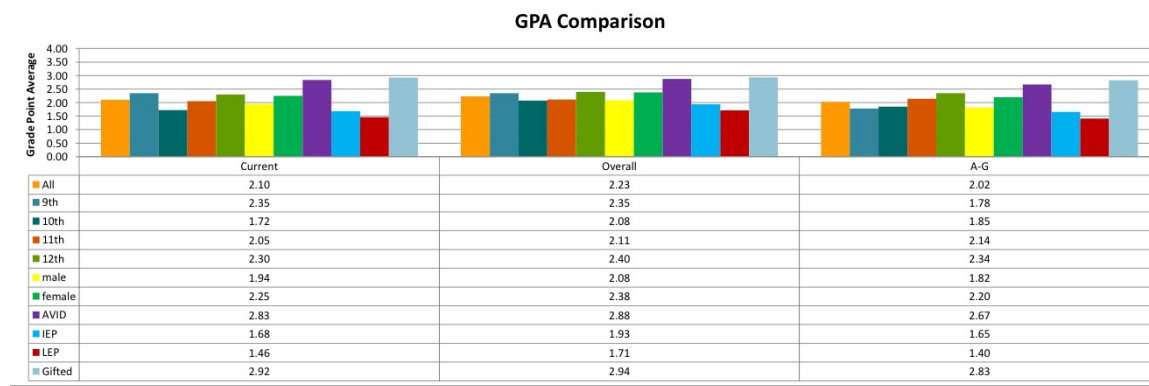


FIGURE 7: GPA Comparison: Current (15 Week), Overall & A-G



The teacher surveys collected and analyzed highlight the teachers' perceptions of English language learners' strengths and weaknesses, as well as the strategies being implemented across the four major content areas at ALC. I sent out an informal survey to eight teachers at school, two from each content area, that asked them to think of an English language learner as they described the strengths, weaknesses, and strategies used to

address the needs of the students. Of the eight teachers surveyed, six responded. After analyzing the samples, it was clear that teachers are aware of who their English language learners are and not only are aware of their strengths and weaknesses but also use different strategies to address the needs of their students. For example, the math teacher used peer collaboration to increase the understanding of geometry concepts; the history teacher allowed the English learners in the class to take modified versions of the tests and assessments; the science teacher gave roots when asking the English language learners to write complete sentences in questions that they are being asked to answer; and the English teacher encouraged the English language learners to attend tutoring after school both at the language lab with tutors and in their classroom to improve essays. Differing from my expectations, the six teachers surveyed described their English language learners as students with great motivation and attendance who “try hard” but fail their classes due to language barriers.

Underperformance of English language learners is evident at Academic Leadership Community School through various sources of data. Although ALC has identified the need to improve the academic achievement of English language learners, a system is not yet in place to address the problem. After analyzing the previously discussed data, the evidence for root causes for the failure of English language learners are accentuated. These root causes are the lack of English language development resources, successful instructional strategies for student success across all content areas, and effective professional development.

The first root cause of the lack of English development resources is enforced by the data. For example, across all GPA comparisons, LEP students have the lowest performance

levels. The teachers of these students all discuss what they do in their instruction to help these students but none mention the use of paraprofessional staff, English language development workbooks, or manipulatives that provide scaffolds for these student. These materials are not present in their classes and this is most likely one of the reasons as to why students don't perform as highly as others.

The second root cause for the underachievement of English language learners is the inconsistent use of successful instructional strategies for students' success across all content areas. For example, the math teacher mentions that she seats her English language student with students who are willing to help her during class and at times, teaches the student the content specific vocabulary to the student in Spanish. The math teacher uses effective collaboration to help the English language learner and this strategy is not discussed by the other content areas. In addition, both the science and history teachers explain strategies that they use for their students but there is no overlap between teachers of different content areas. If these strategies are being implemented across various content areas and are being effective, they should be communicated amongst the staff through staff collaboration or professional development.

The third root cause for the failure of English language learners is the lack of effective teacher professional development. For example, none of the teachers mentioned strategies that they have learned through professional development. Instead, during the English language learner themed professional development only the need for improvement was mentioned and after the sessions, the lead teacher mentioned, "everyone wants strategies. We will get to those strategies in the future." Yet, through evidence sent out every grading period, the teachers need these strategies sooner rather than later.

Although there is evidence for the root causes of English language learners' underachievement, changes directed at altering the root causes can be implemented and then reflected upon to improve the achievement of these students. In order to develop such changes, more data needs to be collected and analyzed. The data that is still lacking is the actual professional development evaluations related to English language learners to determine what teachers actually want and need out of professional development. In addition, updated CELDT scores and student reclassification data is needed to determine the shortcomings of English language learners in comparison to the goals set out by the school and to other schools in the district. Furthermore, I need to find the exact goal percentage calculated by my previous principal for the reclassification of English language learners at my school that will indicate an academic improvement of English learners.

Part 4: Project Charter

A. *What are you trying to accomplish and why?*

Project plans/objectives and social justice issues are described and need for improvement is explained. Expected outcomes are clear, specific goals are identified.

The goal of the project is to increase the academic achievement of English language learners. The way I intend to increase the academic performance of English language learners is through professional development, student intervention, and parent education.

The underachievement of English language learners is a social justice issue at the Academic Leadership Community School (ALC) because they are not performing at the same levels as fluent English speakers. English language aren't achieving at the same level as non- English learners due to the lack of support received for gaining equity and access to curriculum.

There is a need for the improvement of English language learners because this group of students has historically underperformed in all academic categories in comparison to all other groups of students. These students have been identified as a focus for the school but due to other issues that arise, are at times neglected. Although ALC has begun planning professional developments that address the underachievement of English language learners, no strategies have been given to help support teachers who teach English language learners.

Research questions, hypothesis and/or theory of action identified.

In order to meet the goal of increasing the academic achievement of English language learners, the action team will provide teacher professional development, student intervention, and parent education workshops. First of all, the action team will present teachers with particular instructional strategies designed to improve the academic achievement of English language learners. Teachers will then observe each other within grade-level and content area teams to ensure that the strategies are being implemented. In addition to professional development, the action team

will ask pathways teachers to encourage their students classified as English language learners to attend after school tutoring labs and teachers' office hours to inquire about the material being presented in class and/or complete assignments that they may need help with.

Lastly, the action team will provide a workshop to parents of English language learners to inform them of the importance of their student's reclassification and the resources available at the school and community designed to help their student succeed academically. My theory of action is that raising the achievement of English language learners will require all three of these learning supports and actions because it will create a community of learners amongst teachers, students, and parents where all stakeholders are actively involved in increasing the academic achievement of English language learners which will in turn increase the reclassification rates of these students.

B. How will we know a change is an improvement?

Logic model is included that identifies inputs, outputs, and short, medium and long-term outcomes (next page).

Measures identified are related to fidelity of implementation (activities and participation) and identified outcomes.

Peer Observations

To assure the fidelity of implementation of strategies being presented during professional development, teachers will continue to participate in peer observations and post-observation debriefs. The observations will be conducted within grade-level and content teams just as they have in the previous semesters except that not, content teachers will also be observing each other. During these observations, teachers will pair up with another teacher in their team and conduct their observation and debrief sessions during a conference period within a three-week period (the amount of weeks between professional development cycles).

Updated Grading Reports

Updated grading reports will illustrate the progress of English language learners throughout the semester. These grading reports will then be compared to the previous grading reports of English language learners to see a progress in their academic achievement.

California State Test Results (CST)

The 2012-2013 CST results will be compared with the 2011-2012 CST results to determine if the action plan had a positive impact on the academic achievement of English language learners.

California English Language Development Test Results (CELDT)

The 2012-2013 CEDT scores will compared to the 2011-2012 CELDT results to determine the efficacy of the action plan.

Professional Development Evaluations

Professional Development evaluations will be used to evaluate the staff's perspective with regards to the efficacy of professional development, their needs with teaching English language learners, and to gain their input on what they see working and not working in their classrooms.

There is a data collection and analysis plan that describes how validity, reliability, and ethics will be ensured.

Ensuring Validity:

To ensure validity of the classroom observation data collected for this project, the action team will create from available resources and agree upon an observation form and debrief protocol to be used throughout the observation cycles. The observation protocol will allow the observer to take objective notes during the observation to help elimination personal bias. The observation debrief protocol will guide both the observer and observed to discuss the observation by eliminating emotional responses from both member involved in the process. To

ensure validity of the survey data collection, the surveys will be anonymous to avoid teachers from feeling pressured to answer the pre and post professional development surveys and to encourage parents to answer truthfully to gain a perspective on what they knew before and after the workshop. To measure the validity of the action plan, the action team will triangulate various sources of data that measure academic achievement such as students' final GPA, A-G Pass rates, California Standards Test Results, and California English Language Development Test results.

Ensuring Reliability:

To ensure reliability of the observation data, all observers, including peer observers, will be trained to use the same agreed upon observation form to accurately collect and measure the strategies presented during professional development. In addition, the reliability of the data that will be used to measure the impact of professional development with English language learners' academic achievement was ensured during the assessment production. This data includes students' final GPA, A-G Pass rates, California Standards Test Results, and California English Language Development Test results.

Ensuring Ethics:

1. Respect for Persons: The action plan will ask teachers to incorporate strategies that will help English language learners. Teachers will also be asked to provide feedback on the strategies and on the professional development sessions that they are being asked to participate in. In addition, ALC has a culture of peer observations where teachers feel comfortable with other teachers coming into their classroom to observe for feedback and not evaluation purposes.

2. **Beneficence:** Although the action plan is designed to target English language learners, the implementation of the action plan will benefit all students at ALC by making content and curriculum more accessible. In addition, all teachers at the school will be provided with professional development workshops that they may have not received in recent years. These professional development sessions will serve as either an introduction or refresher of strategies for all teachers.
3. **Justice:** The benefits and risks are equally distributed in that teachers will be incorporating strategies discussed during professional development into their lessons. These strategies are designed to help make the curriculum accessible for English language learners but the risk is that students might not accept the strategies.

C. How can you plan to use a PDSA cycle for improvement?

The plan and timeline for the first PDSA cycle is included and identifies issues to investigate and how analysis of data will result in potential change ideas.

Timeline for first PDSA Cycle

- January: Plan first English language learners themed professional development (PD); Create peer observation sheet; Plan parent workshop for February
- February: Implement first PD; collect and analyze pre/post PD staff evaluations; conduct and analyze data from first round of grade-level team peer observations; Collect and analyze 5 week grades; Plan second PD based on staff feedback; Conduct parent workshop
- March: Implement second PD; collect and analyze pre/post staff evaluations; conduct first round of content team observations; Collect and analyze 10 week grades; plan third PD based on staff feedback; analyze

	<p>parent surveys</p> <ul style="list-style-type: none"> • April: Implement third PD; collect and analyze pre/post staff evaluations; conduct second round of grade-level team observations; Collect and analyze 15 week grades; plan fourth PD based on staff feedback • May: Implement fourth PD; collect and analyze pre/post staff evaluations; conduct second round of content team observations • August: Collect and analyze Spring Final Grades, California Standards Test Results, California English Language Development Test scores, and professional development evaluations from the previous year to reflect on the first cycle and discuss possible changes to improve results.
<p>Project constraints are defined including what is NOT to be addressed (setting parameters) HELP</p>	<ul style="list-style-type: none"> • Time: The Professional developments will be held once a month between February and May. Each team, grade-level and content, will have two specifically designed professional development sessions during those four months. This might not be enough time to meet the needs of teachers. • Teacher Participants: Teachers at ALC are often asked to take on multiple roles and participate in various activities. These activities usually require teachers to lose conference period time, thus, teachers might not be able to spend an entire period once a month for an observation. Instead, their observations might be cut short or be rushed, thus, not providing sufficient feedback to the teachers being observed. • Students: initial English language development and Constant Enrollment- Teachers have students with varying English language development levels in the classroom. It is difficult to apply one strategy that will fit all. Also, the students at ALC are constantly enrolling and leaving the school, thus, students who leave during the cycle or enter at a specific part of the cycle

	<p>will most likely not benefit from the strategies as those who are present during the entire implementation.</p>
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