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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education

From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval by the Board of Education of District application to the U.S. Department of Education, seeking Investing In Innovations (i3) Development Grant, School Years, 2015-2018, and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof, and to submit amendments thereto, for the grant years, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2014-2015 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
	Yes	Grant	Oakland Unified School District	4—Improving Academic Outcomes for English Learners (ELs)		U.S. Department of Education	\$3,000,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$3,000,000.00

RECOMMENDATION:

Approval by the Board of Education of District application grant proposal for OUSD schools for fiscal year 2015-2018, to the U.S. Department of Education, Investing In Innovations (i3) Development Grant, and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof, and to submit amendments thereto, for the grant years, if any.

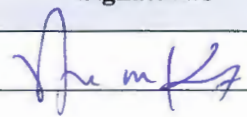
ATTACHMENTS: Grant Face Sheet, Abstract, Narrative, Budget Narrative

OUSD Grants Management Face Sheet 2014-15

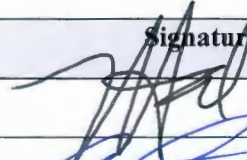
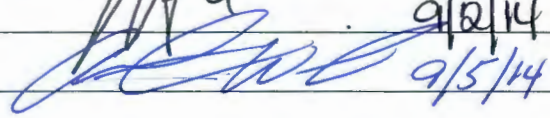
Title of Grant: U.S. Department of Education, Investing In Innovations (i3) Development Grant 2014	Funding Cycle Dates: 1/1/15-12/31/18 (4 years) if funded
Grant's Fiscal Agent: Oakland Unified School District (Lead Applicant)	Grant Amount for Full Funding Cycle: \$3,000,000
Funding Agency: U.S. Department of Education	Grant Focus: Supporting English Language Learners (secondary level, grades 6-12)
List all School(s) or Department(s) to be Served: English Learners and Long-Term English Learners in middle and high schools in OUSD. EL department will lead and will work with content area teams on this work.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The proposal's goal is to create instructional materials, video cases, and professional development materials for educators of English Learners (ELs) in grades 6–12 that support academic language and literacy practices in the content area courses (as defined by CCSS, NGSS, and CA-ELP Standards) so that EL will be college- and career-ready.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award (or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget.) The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The grant proposal specified that an independent evaluator be partnered with OUSD. For this proposal, WestEd has been identified to be our independent evaluators if the project is funded. The evaluation activities include: data collection, instrumentation, project staff training on utilizing the instruments, site visits, stakeholder interviews and focus groups, data analyses of outcomes, project implementation analyses, quarterly reports for Project Development and Implementation Team, mid-year and year-end performance reports to the grantor, and a Final Report at the end of the project period.
Does the grant require any resources from the school(s) or district? If so, describe.	If funded, the grant specifies a 15% match from private sector funding.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	The grant proposal includes two partners, Stanford University and Teaching Channel, who will serve as contractors if the grant is funded.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Nicole Knight, English Language Learner Office, 4551 Steele Street Portable G Oakland, CA 94619 (510) 336-7592 (office) nicole.knight@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Nicole Knight		8/21/14
Department Head (e.g. for school day programs or for extended day and student support activities)			

Grant Office Obtained Approval Signatures:

Entity	Name	Signature	Date
Fiscal Officer	Vernon Hal		9/2/14
Superintendent	Antwan Wilson		9/5/14

Project Title: Understanding Language in Oakland: Accelerating Language, Learning, and Literacy in the Content Areas for English Learners

Type of Grant Requested: Development

Absolute Priority: 4—Improving Academic Outcomes for English Learners (ELs)

Subpart: (a) Aligning and implementing the curriculum and instruction used in grades 6–12 for language development and content courses to provide sufficient exposure to, engagement in, and acquisition of academic language and literacy practices necessary for preparing ELs to be college- and career-ready.

Project Description (including project activities):

Oakland Unified School District (OUSD), in partnership with Stanford's *Understanding Language* (UL) and *Teaching Channel* will produce a set of instructional materials, video cases, and professional development modules that highlight the language and content shifts demanded by the Common Core State Standards in English Language Arts/Literacy and Mathematics and Next Generation Science Standards. This project advances theory and knowledge initiated by UL and creates the opportunity for Oakland's practitioners to co-construct curricular and video tools to support ELs' language development *and* content learning across all 6-12 classrooms, reaching over 800 teachers. These resources will also be freely available to over 450,000 teachers who are currently part of the *Teaching Channel* network.

Project Objectives & Expected Outcomes: Oakland ELs will participate actively in productive academic discourse across all content and ELD classes, improving their test scores and reclassification, graduation, and dropout rates, among other educational outcomes.

Target # of Students Served: 3,534 ELs in grades 6-12 in Oakland.

Special Project Features: This project brings Oakland schools together in direct partnership with leading experts and the authors of the new Standards. It will produce materials that teachers nationwide can use to help ELs meet the new Standards and accelerate ELs' academic learning outcomes.

Partners: Oakland Unified School District (Lead Applicant); Understanding Language at Stanford University (Partner); Teaching Channel (Partner); and WestEd (Evaluators).

Budget Narrative

1. Personnel

Oakland Unified School District Co-Project Director (Maria Santos, Deputy Superintendent) leads and manages the *Understanding Language in Oakland* project's day-to-day implementation including (but not limited to): working collaboratively with Stanford University's *Understanding Language* team and *Teaching Channel* team; developing and implementing a set of instructional resources that showcase the core instructional moves that support and accelerate language development and content learning for English Learners (ELs) in grades 6-12; collaborating and leading with Co-Director Nicole Knight, two EL coordinators, and a KDOL-Oakland Media Specialist so implementation is district-wide; providing leadership for the project development and management, communicating with relevant parties concerning *Understanding Language in Oakland* implementation and progress; managing the budget and major project deliverables, working with the WestEd team (evaluators) to develop and secure data relevant to evaluating project; managing the i3 grant and liaising with the grantor.

No salary is requested for this Co-Project Director position.

Oakland Unified School District Co-Project Director and English Learner Executive Officer Nicole Knight will actively be working with the Associate Superintendent for Learning, Curriculum, and Instruction (LCI), Executive Officers who supervise the work and learning for principals, all content area managers (ELA/History/Social Studies, Math, science, and ELD), and Associate Superintendent overseeing Family, Schools, and Community Partnerships (FSCP) in aligning the work of out of school time with families and community with that of the instructional and learning strategies implemented in school settings. Along with Deputy Superintendent and Project co-Director Maria Santos, Knight will organize the development and implementation of the deliverables for this project and directly manage two EL coordinators and a media specialist who are staffed on this project. She will facilitate curricular development and professional development, participate in collaborative planning time with teachers, observe instruction, model instruction, work with administrators to improve teacher pedagogies for ELs, identify needed student supports, and collect data on the accelerated learning of ELs in Oakland.

No salary is requested for this Co-Project Director position.

English Language Coordinators (2 FTE) will work directly with the EL Executive Officer in carrying out the development and implementation tasks associated with the project goals and objectives. They will facilitate professional development, participate in collaborative planning time with teachers, observe instruction, model instruction, work with administrators to improve teachers' core instructional moves for ELs, identify needed student and teacher supports, and collect data on the accelerated learning of ELs in Oakland.

3.00 FTEs: 2.00 FTE at the middle school level and 1.00 FTE at the high school level.

Calculation: 3.00 FTEs x \$75,000 annual salary = \$225,000 in Years 1-4 for a total of \$900,000.

Media Specialists will work directly with the EL Executive Officer and the EL coordinators videotaping, editing, and creating a web space to host these materials. These media specialists will train the EL coordinators on the use of equipment so that they can carry out limited in-house videotaping in Years 2-4. Year 1 is devoted to setting up a system and culture where examining teacher practice using video becomes the norm for professional learning. The media specialists will train staff to take on taping, editing and posting video so that after Year 1, continued reflection and practice work is done in-house in Oakland.

1.5 FTE X \$100,000 for the Year 1 = \$150,000

0.25 FTE X \$100,000 for Year 2-4 at \$25,000 a year for 3 years = \$75,000

Personnel Costs:

Year	Year 2	Year 3	Year 4	Total
\$375,000	\$250,000	\$250,000	\$250,000	1,125,000

2. Fringe/Benefits

Fringe/Benefits (Regular Time)— Including medical, retirement, worker’s comp, etc.
 Calculation: 35% x Salaries of 3 EL coordinators, and 1.5 media specialists = \$131,250 in Year 1, 3 EL coordinators and 0.25 FTE media specialists in years 2-4: \$87,500 in Year 2, \$87,500 in Year 3, and \$87,500 in Year 4.

3. Travel

Travel to Washington D.C.— Grant Conference
 Travel for four *Understanding Language in Oakland* personnel to attend an annual 2-day project directors’ meeting in Washington, DC each of the four years of the grant.
 Calculation: 4 persons x \$600 airfare + \$40 per diem x 3 days + \$200 hotel x 2 nights = \$4,480 per year in Years 1-4.

4. Equipment

Video and sound equipment will be \$10,000, a one-time cost in Year 1 of \$10,000. Computer and hardware drives to process, edit, and store video will be \$5,000, also a one time cost in year 1. All equipment will be use for the duration of the four-year project.

5. Supplies

Supplies have been budgeted at \$10,000 for each of the 4 years of the project. This includes paper copies of instructional lessons developed over the course of the project reaching over 800 grade 6-12 teachers and administrators, meeting materials for teacher development meetings, and retreat materials.

6. Contracts

Stanford University (*Understanding Language*) will be **\$150,000** a year for each of the four years of work for a total of **\$600,000**. This will include a half time Project Manager's time (tbd), 8% of a senior researcher's time (Jeff Zwiers), a portion of Dr. Kenji Hakuta's time, along with consultancy time (averaging 60 days per year) with members of our Steering Committee.

Teaching Channel will be our video production team and national media partner in co-producing and hosting our video library of "signature pedagogies." Their production work will begin in year 2 and continue through year 4 at a rate of **\$200,000** per year. They will produce upwards of 24 sets of video cases across 7 grades (6-12) in four disciplinary areas. Each set of video cases will include full unedited classroom footage as well as edited 6-8 minute footage of (1) teacher practice, (2) student discourse, and (3) teacher or student interview. Teaching Channel will also host these video cases along with selected teacher and student work samples on their public website.

External Evaluation (WestEd): This subcontract budget is at **\$475,000** over the course of 4 years, with \$90,000 (Year 1), \$110,000 (Year 2), \$130,000 (Year 3), and \$145,000 (Year 4) allocated to evaluation. WestEd's STEM Program and with staff in other WestEd Programs, as needed, will serve as external evaluator. WestEd staff will carry out all aspects of the summative impact study, as well as design, advise and actively oversee the formative evaluation component, with its data collection primarily executed by OUSD, Teaching Channel, and Stanford. WestEd also will regularly consult with and report to Analytica, the i3 program's evaluation contractor, and participate with PIs in the required annual i3 Program meetings in Washington, D.C.

We anticipate utilizing a portion of the funds raised by the Oakland Public Education Fund from the local and national philanthropic community to support the external evaluation work. With the 5.94% indirect cost rate, a total of \$503,215 match of non-federal funds will be used in our contract with our external evaluators over the course of the 4-year grant. That is, \$475,000 (contractual costs with Evaluator) + \$28,215 (indirect costs) = \$503,215

7. Construction

None

8. Other

None

9. Total Direct Costs

Project Year	Funds Requested	Match
Year 1	\$685,730	\$90,000
Year 2	\$701,980	\$110,000
Year 3	\$701,980	\$130,000
Year 4	\$701,980	\$145,000
Total	\$2,791,670	\$475,000

10. Indirect Costs

Calculation: 5.94% x Direct Costs

Project Year	Funds Requested	Match
Year 1	\$40,732	\$5,346
Year 2	\$41,698	\$6,534
Year 3	\$41,698	\$7,722
Year 4	\$41,698	\$8,613

Total	\$165,826	\$28,215
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11. Training Stipends

Stipends for 20 teachers to participate in the resource development work, participation in leading the Teacher Showcase. Oakland Unified will use public funds to supplement the amount of the teacher stipends covered by the federal grant to meet the funding stipend needs of the 20 teachers.

Calculation: \$23,538 in Year 1, \$6,322 in Year 2, \$6,322 in Year 3, and \$6,322 in Year 4.

12. Total Costs

Project Year	Funds Requested	Match	Total Operating Budget
Year 1	\$750,000	\$95,346	\$845,346
Year 2	\$750,000	\$116,534	\$866,534
Year 3	\$750,000	\$137,722	\$887,722
Year 4	\$750,000	\$153,613	\$903,613
Total	\$3,000,000	\$503,215	\$3,503,215

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A. SIGNIFICANCE

A1. Addressing absolute priority 4: Improving Academic Outcomes for ELs.

The opportunity for ELs to engage in rich, authentic academic discourse is critical in their language development and content learning. It is through opportunities for productive academic discourse across all classrooms that ELs develop self-efficacy, deep transferable content knowledge, academic language practices, and academic vocabulary (Walqui & Heritage, 2012). Our goal is to work directly with all grade 6-12 content area and English Language Development (ELD) teachers within Oakland, and to increase opportunities for ELs to engage in rigorous, standards-aligned content and academic discourse practices. Within Oakland, these resources will be used in school- and district-led professional learning communities, reaching over 800 6-12th grade teachers.

Our focus will be around the academic discourse practices identified across the new Standards. As demonstrated by the Venn Diagram in Figure 1 on the next page, the academic discourse practices are *inseparable* from language practices that are demanded from the new Standards. Hence, the activities proposed in this project bring disciplinary teachers and ELD experts together in producing solutions that accelerate learning for 3,534 ELs in grades 6-12 in Oakland. As a mid-sized urban district, our demographics reflect the growing diversity found in many of the nation's mid- to large-sized cities, and the tools and knowledge generated by this work will be useful in many other locations with emerging and growing populations of ELs. (See Appendix J-1 for Oakland's EL demographics.)

Our work proposed is district-wide and is directly connected to our school and district accountability measures as defined by individual schools' Community Schools Strategic Site Plans, our District Strategic Plan, and our District's Balanced Score Card (Appendix J-2). This work is not a supplement to the ongoing work of schools and districts, but reinforces the core

work of creating a culture and community where all students, particularly ELs are engaged in productive academic discourse practices across all of their classrooms, and teachers gain growing knowledge, confidence, and trust with colleagues and peers to shift practice so that not only ELs, but all students are empowered and have opportunities to express their thinking and develop their own learning.

As demonstrated by our **professional learning infrastructure** (Appendix J-3) and **logic model** (Figure 2, page 5), we have the system infrastructure and readiness around the new Standards to develop this suite of resources that will be greatly beneficial to ELs in the Oakland community and across the US.

Figure 1: Venn Diagram of Academic Discourse Practices in CCSS & NGSS

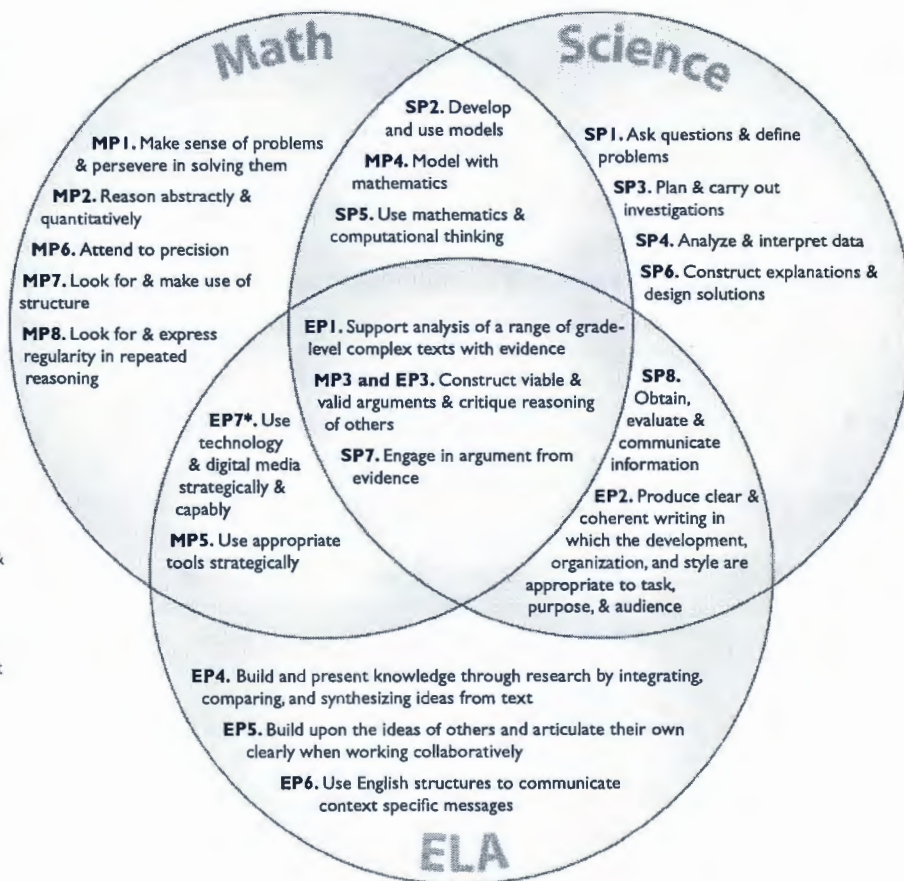
Academic Discourse Practices

Found in:

1. CCSS-Mathematics (practices)
- 2a. CCSS-ELA/Literacy (student capacity)
- 2b. ELPD Framework (ELA practices-defined)
3. NGSS (science & engineering practices)

Notes:

1. MP1-MP8 represent CCSS Mathematical Practices (p.6-8).
2. SP1-SP8 represent NGSS Science & Engineering Practices.
3. EP1-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
4. EP7* represents CCSS ELA student "capacity" (p.7).



A2. Implementing a novel approach as compared with what has been previously attempted nationally.

As part of *Understanding Language in Oakland*, our team at Oakland Unified School District, in partnership with Stanford's *Understanding Language* (UL) initiative and *Teaching Channel*, a national media partner brings together an innovative capacity to produce a set of instructional, video, and professional development resources that accelerate language and content development *simultaneously* for ELs in the context of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and new English Language Development Standards (hereafter collectively referred to as "the new Standards"). The set of resources to be developed will include instructional materials, classroom videos, and professional development modules showcasing the instructional language related shifts that build productive disciplinary discourse and amplify listening, speaking, reading, and writing opportunities for 100% of designated ELs in grades 6-12 across Oakland's classrooms.

Through this work, we aim to advance our understanding of the following two goals:

1. *Design and develop a set of important instructional pedagogies that best support language development and content learning for ELs.*
2. *Implement these set of instructional pedagogies in both content and ELD classrooms.*

Our work is important in **three significant and novel ways**. **First**, the proposed work is strengthened by Oakland's ongoing partnership with Stanford's UL initiative, which brings together leading experts in the areas of theory, research, policy, and EL resource development with the direct work of Oakland schools to accelerate ELs' academic achievement. Founded in 2011 by Stanford Professor Kenji Hakuta and Oakland's Deputy Superintendent Maria Santos, UL has built a strong theoretical and practical knowledge base, bringing ELs to the *center* of the teaching, learning, and policy agenda. The UL co-chairs have assembled policy makers and experts on ELs to work *together with the authors of the content standards* (Pimentel & Daro).

These authors hold deep expertise in disciplinary learning and in influencing the policy makers, assessment and curriculum developers, and leaders and organizations that support pre-service and in-service learning across our schools and school districts in service of ELs. We have also used the *Understanding Language Principles for EL Instruction* (Appendix J-4) in guiding our curriculum development efforts in each of our content areas, reaching over 75,000 educators nationwide. The diversity of expertise of UL members is detailed in Appendix J-5.

What has been attempted nationally to support the academic outcomes of ELs has traditionally been focused primarily on (1) resources that predominantly support language development that is non-rigorous in content, (2) resources that are only used in ELD/ESL classes, and (3) adaptations to existing content resources that are originally created and piloted with English-Only populations. Together with UL, we will co-develop a set of exemplar instructional resources, videos, and PD modules across grades 6-12 in ELA, Mathematics, Science, History/Social Studies, and ELD that educators can use to integrate language development *and* content learning in core academic and ELD classes, created and piloted with ELs in ways that are aligned with the new Standards.

Second, these instructional and student learning videos will accompany student work and teaching plans that demonstrate instructional language-related shifts that support academic discourse practices¹ for ELs. The creation of these videos is significant and novel in that our partnership with *Teaching Channel* provides our team with expert knowledge about how to produce and use videos in building teachers' professional capacity through *Teaching Channel's Teams* platform. The *Teams* platform allows teachers to watch and analyze video, translate these strategies for their own students, try them in their own classrooms, video tape themselves in

¹ Academic discourse practice includes practices defined by CCSS-ELA/Literacy, Standards for Mathematical Practices, and NGSS-Science & Engineering Practices. (See Appendix J-6 for more details.)

action, share their clips with their study group, give and receive feedback from their group members, and collaboratively examine student work resulting from their efforts. These videos, complemented by teacher and student artifacts as well as by commentary and discussion questions framed by the Oakland-Stanford UL partnership, will allow us to build a full suite of resources for not only the Oakland community, but for all states who have adopted the new Standards. All of these developed resources will be freely available on *Teaching Channel's* web platform (<https://www.teachingchannel.org/>), reaching an estimated 450,000 users.

The videos we produce will showcase the diversity of **ELs engaged in productive academic discourse practices**, demonstrating the skills called for by the new Standards. This could include video of ELs at varying proficiency levels engaging in reasoning and argumentation around expository texts; using and developing models in mathematics with peers; or obtaining, synthesizing, and reporting findings to various audiences. These tools are critical for giving educators an opportunity to understand how the standards are actualized in classrooms, and provide a focal point of discussion for educators in building their own understanding around language development and content learning for ELs. Complementing the videos showing academic discourse will be a focus on the teaching practices that support academic discourse for ELs. These will include specific teacher moves that are critical in and across the disciplines in supporting academic discourse in the disciplinary areas.

The major scale-up mechanism of our work will be our partnership with *Teaching Channel* in co-producing videos that demonstrate core instructional practices for ELs in grades 6-12, in the areas of ELA, Math, Science, Social Studies/History, and ELD. *Teaching Channel* has produced over 900 videos with over 150 partner schools in 100 school districts. In the context of the new Standards, one of the greatest demands from *Teaching Channel's* educator

base has become the call for instructional approaches that support ELs' content *and* language learning. The videos and support materials we will co-produce with *Teaching Channel* will be freely available to educators, and will showcase both pedagogies for ELs as well as teachers' learning trajectories and development as they implementing these strategies for ELs in their content classrooms.

Third, the proposed work will involve close collaboration of teacher leaders across various subject areas (e.g., ELA, math, science, and ELD) at the site level, thus breaking down departmental silos which fail to adequately serve students' language learning needs. What has been attempted nationally in mid to large urban districts is a bifurcation of responsibilities and roles between content and ELD teachers and their respective district counterparts. This proposed work brings content and language expertise together across all levels of the system so that the needs for both content and language learning can be leveraged and accelerated for ELs. *Teaching Channel Team's* online platform (Figure 2), along with Oakland's Professional Learning structure provides dedicated learning time and space for ELD and content area teachers to learn together and develop their instructional expertise.

Figure 2:



A3. Development and advancement of theory, knowledge, and practices in the field of study.

There are now 5.3 million ELs enrolled in US K-12 schools, comprising 11% of the student population², with highly diverse socio-demographic characteristics and developmental trajectories. The education of English Learners (ELs) is a matter of increasing urgency for the education community. The population of K-12 ELs grew by 60% in the last decade, while the general student population grew by only 7%. Additionally, 59% of secondary California ELs are Long-Term ELs (LTELs)³ (Olsen, 2010). In Oakland, 67% of ELs are designated as LTELs. For our LTELs, the principal barrier to their academic success has been the mastery of academic language and literacy practices.

This proposal recognizes the current landscape of reform for ELs. These issues include: (1) the growing number of Long-Term ELs (LTELs) who are stagnating with respect to academic achievement in our system; (2) the growing opportunity gap between ELs and English-Only students; (3) ineffective pedagogical approaches that reduce language learning to bits and pieces centered predominately on vocabulary development and grammatical structures; (4) reliance on lowered expectations (such as through the use of simplified text) as an unwitting scaffold for ELs; and (5) a lack of knowledge in our educational community as to how to work at the intersection of language development and content learning in a systematic way that is effective for the diversity of ELs. Through the activities and deliverables from this proposal, we intend develop and advance the theory, knowledge, and practice that promote academic learning gains for ELs throughout the school day in both content classes and ELD classes. Our

²Migration Policy Institute, <http://www.migrationpolicy.org/>

³LTELs ELs who have not exited the English Language Development (ELD) system in at least six years.

development and implementation work will address the national need to improve the academic outcomes for ELs, in **four** significant ways.

First, UL is leading the national conversation around how to best support ELs in the context of the new Standards. In the past two years, they have reached over 35,000 educational leaders, researchers, policy makers, and practitioners through their set of 13 foundational papers, public webinar series, conference proceedings, sample instructional units and two Massive Open Online Courses (MOOCs) for educators. The sample syllabus for the first course that launched in the fall of 2013 can be found in Appendix J-7. The knowledge and tools developed with this proposal will feed into future MOOCs organized by the Stanford team. The Stanford team will be leading and advancing the thinking behind the theoretical frameworks and knowledge that underpin our development work.

Second, our partnership with *Teaching Channel* will have significant national reach, both online through their free website (reaching over 450,000 users) as well as through their weekly one-hour program that airs on PBS stations in nearly 75 million homes across the United States. *Teaching Channel's* mission is to revolutionize how teachers learn, connect, and inspire each other to improve the outcomes of all K-12 students across America. Their videos are produced by a unique team of professionals—a collaborative effort between video production experts, education advisors, and classroom teachers. The theory of professional learning as represented by **Figure 2 (page 7)**, is built from the research on teacher professional learning (Saphier et al., 2008; Wasley et al., 2000); from the Learning Sciences (Bransford et al., 1999); from the research on learning from video (Borko et al., 2006; Goldman et al., 2014; and the research on online learning (Lemke et al., 2012). Essentially, the research suggests that teachers need a broad repertoire of approaches to working with the diversity of students in their classrooms. Adult

learners develop real understanding of new strategies when they actually try them themselves in their own classrooms and with their own students. Teachers benefit from more feedback than they currently get and benefit from hearing what their colleagues see in a non-evaluative professional learning context. Further, examining student work in light of teachers' efforts to improve their instructional repertoire connects their efforts to evidence of student learning—a critical link that has not been present in much of the PD offered nationwide.

Third, Oakland is part of several district learning networks and partnerships that come together formally to solve problems of practice in and across district schools. Oakland is an active member of the Council of the Great City Schools, the California Collaborative on District Reform organized by American Institutes for Research (AIR), the California Office to Reform Education (CORE), MathInCommon (California District network), CA K-8 NGSS Early Implementation Initiative (funded by S.D. Bechtel Jr. Foundation), the Collaborative for Academic, Social, and Emotional Learning (CASEL) District Initiative, the College Board partnership, and the Panasonic Foundation Leadership Associates Program. All of these networks and partnerships provide rich opportunities for Oakland to advance the national dialogue on their knowledge and practices on how to best accelerate learning and achievements for ELs in the context of the new Standards.

Fourth, there are a number of organizations (e.g., *Council of the Great City Schools*, *National Council of Teachers of English*, *National Council of Teachers of Mathematics*, *National Science Teachers Association*) that are creating resources and tools that are aligned to the new Standards. However, the knowledge and resources that are brought to bear on the unique and diverse needs of ELs at the intersection of language development *and* content learning as defined by the new Standards are limited. Oakland's partnership with Stanford's UL is important and

innovative because leading language and literacy development experts are working collaboratively with key co-authors of the CCSS (Pimentel & Daro) in co-constructing knowledge and resources that are at the intersection of language and literacy development and disciplinary learning as defined by the new Standards.

B. PROJECT DESIGN

B1. Clarity and coherence of the project goals, & an explicit plan to achieve its goals with logic model.

We have six major goals, all of which are centered on supporting student learning outcomes. Over the four-year grant period, these goals will result in increased school and district capacities to support ELs' academic discourse practices. The short and long-term outcomes in our logic model (see next page) correspond with the goals and outcomes in the table below

Table 1: Summary of Goals 1-6.

Student Learning Outcomes	Goal 1: <u>ELs</u> will succeed in grades 6-12 and will graduate prepared for college and post-secondary education. Goal 2: <u>ELs</u> will engage with and participate actively in productive academic discourse across all content and language development classes in grades 6-12.
Teacher Learning Outcomes	Goal 3: <i>UL Oakland</i> will build <u>teacher skills, knowledge, and capacity</u> to support the language and literacy practices inherent in the CCSS and NGSS across content areas and ELD classrooms in grades 6-12 through a focus on developing core instructional practices that support rich student discourse for ELs.
School Leadership Learning Outcomes	Goal 4: <i>UL Oakland</i> will build <u>school leadership skills, knowledge, and capacity</u> to support their teachers' instruction of ELs across ELD and core academic classes throughout the implementation of the new Standards
District Leadership Learning Outcomes	Goal 5: <i>UL Oakland</i> will build <u>district capacity</u> to support and prepare ELs for college and career-readiness.
Final Deliverables	Goal 6: <i>UL Oakland</i> will build a <u>set of curricular, instructional, and professional development resources</u> for teachers of ELs across grades 6-12 in ELA, Math, History/Social Studies, Science, and ELD, that are aligned to the new Standards, with a focus on developing, strengthening and accelerating academic discourse and content learning for ELs.

Figure 3: Logic Model

Understanding Language Oakland: THEORY OF ACTION

POPULATION & ENVIRONMENT

Environment

- Stable senior-level district staff and supportive school board leadership
- Investment of over \$3M in supporting district priorities related to the Common Core
- Instructional focus on implementing the new Standards
- Professional learning communities established at school sites & across the district
- Strong family and community support

Target Population

- 24,844, ELs in Oakland (3,543 grade 6-12 ELs)
- Stagnating numbers of Long-Term ELs in grades 6-12
- 5.3 million ELLs nationally

Resources

- Existing 3-year partnership with Stanford's Understanding Language
- Partnership with Mills College and SERP Institute around STEM and teacher retention & development
- Ongoing work and support from Oakland Literacy Coalition, WestEd's QTEL, Alameda County Office of Education
- Partnership with College Board's i3 funded work, CASEL, Kaiser Permanente, Panasonic Foundation, S.D. Bechtel, Jr. Foundation, Lawrence Hall of Science

Challenges

- Teacher reservations about opening up their practice to others (videotaping)
- Teacher and school leadership turnover

THEORY OF CHANGE

Assumptions & Theories Influencing the Intervention

A. Our work builds on and is guided by the foundational work and theories of Stanford's Understanding Language.

Key Principles for EL Instruction:

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding & language competence in tandem.
2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools & formative assessment practices are employed to measure students' content knowledge, academic language competence, & participation in disciplinary practices.

B. Our work cross cuts **ALL** content areas and moves away from the isolated approaches for ELs into an *integrated* approach in accelerating EL learning.

C. Teachers examine their own practice through the use of classroom video for fostering productive discussions about teaching and learning.

INTERVENTION

Intervention / Services Provided

- A. Needs assessment.** Our team will continue on the data analysis of the diverse learning needs of ELs and LTELs in Oakland and deepen our understanding of the language and literacy demands in the new Standards so we can better plan out an integrated support for our ELs across the content areas.
- B. Existing teacher learning communities** in grades 6-12 will grow and be strengthened through a targeted focus on developing curricular & instructional materials that supporting productive academic discourse for ELs.
- C. Partnership with Stanford University's Understanding Language** initiative will provide research, policy, and practice expertise around the education of ELs as well as expertise around the language and literacy demands found in the new Standards.
- D. Developing and using video cases** as a tool for professional development (PD) for both Oakland teachers and via *Teaching Channel* (as a national platform) to reach over 450,000 teachers.
- E. Capacity building at the school and district level** that is aligned with the development work with teachers centered around the supporting productive academic discourse for ELs.
- F. Close working relationships with our evaluator** that supports the data collection and analysis in the progress of the project and build our understanding of the adult and student practices that best accelerate academic learning gains for ELs in Oakland.

GOALS & OUTCOMES

Expected Short-Term Outcomes

- A. In grades 6-12 in Oakland:**
 - ELs will develop the language, literacy, and content facilities demanded by the new Standards.
 - **Teachers** will develop the capacities to support ELs in productive academic discourse across the content areas.
 - **School & district leaders** will: build supportive classroom, school, & district cultures that support EL success.
- B. The project will produce a set of curricular, instructional, & PD resources for teachers of ELs** aligned to the new Standards focused on supporting productive academic discourse.

Expected Long-Term Outcomes

- A. In grades 6-12 in Oakland,**
 - ELs will graduate prepared for college, career, and post-secondary education; and increase college & other post-secondary study enrollment rates.
 - **Teachers** will have the skills, knowledge, & capacity to support ELs in the language & literacy practices found in the new Standards.
 - **School leaders** will have the skills, knowledge, & capacity to support their teachers in their work with ELs.
 - **District leaders** will have stronger skills, knowledge, & capacity in supporting their school leaders and teachers in their work with ELs.
- B. The field at large** will understand the opportunities and have resources to support how to best develop language and content learning for ELs in grade 6-12 classrooms.

The project goals and objectives listed in this section are derived from a number meetings in the past two academic years (2012-2013 & 2013-2014) where stakeholders (content area supervisors, EL manager, and deputy superintendent) worked with the Stanford team in collecting and analyzing current and historical data for ELs and set the following goals and objectives for the project. Evidence of this partnership and the analysis of data can be found in Appendix J-8.

Table 2: Goal 1-Student Learning Objectives (Quantitative)

Goal 1: ELs will succeed in grades 6-12 and graduate prepared for post-secondary education.	
Objective 1.1	ELs will have increased performance and growth on summative assessments ⁴ (English Language Proficiency, ELA, Mathematics, and Science). [Average yearly growth of 5% in each disciplinary area.]
1.2	% of Long-Term ELs (LTEs) will decrease by 20% annually.
1.3	Reclassification rates ⁵ for ELs will increase by 16.5% annually.
1.4	A. Increase high school graduate rates for ELs by 5% annually. B. Decrease the cohort dropout rate for ELs by 5% points annually.
1.5	Increase # of ELs meeting the requirements of California State University Early Assessment Program (EAP) ⁶ by 5% annually.
1.6	Increase # of ELs meeting California State University "A-G" requirements ⁷ with a C or better by 10% annually.
1.7	Increase the percent of 10 th grade ELs who pass both the math and ELA CAHSEE ⁸ by 10% annually.

⁴ Starting in the 2014-2015 academic year, Oakland will transition from the CA STAR Tests and take part in the Smarter Balanced Assessment Consortium Tests. Our team will not fully know the ramifications of these new assessment instruments and will set growth targets based on our best available knowledge about the new assessments.

⁵ The Oakland Reclassification System for ELs can be found in Appendix J-9.

⁶ The Early Assessment Program is a collaborative effort among the State Board of Education, the California Department of Education and the California State University to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school.

⁷ The "A-G" subject requirement designated by the University of California (UC) School System is one of three requirements needed to enter UC as a freshman.

⁸ CAHSEE is the California High School Exit Exam (10th grade only)

1.8	Increase # of ELs taking PSAT and SAT to 100% annually.
1.9	A. Increase the percent of 10 th , 11 th , and 12 th grade ELs completing AP courses by 20% annually. B. Increase the percent of AP test takers earning a score of 3 or better by 20% annually.
1.10	Increase the percent of ELs making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100% on the Scholastic Reading Inventory (SRI).

Table 3: Goal 2-Student Learning Objectives (Qualitative)

Goal 2: ELs will engage with and participate actively in productive academic discourse ⁹ across all content and language development classes in grades 6-12.	
Objective 2.1	In ELA and Social Studies/History classes, ELs will demonstrate the following set of student discourse practices as defined by the CCSS in ELA/Literacies ¹⁰ : <ol style="list-style-type: none"> 1. Support analyses of a range of grade-level complex texts with evidence 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Construct valid arguments from evidence and critique the reasoning of others 4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts 5. Build upon the ideas of others and articulate their own when working collaboratively 6. Use English structures to communicate context specific messages <i>Measurement tool for ELA is detailed in Appendix J-10a and J-10.5</i>
2.2	In Mathematics classes, ELs will demonstrate the following set of student discourse practices as defined by the CCSS in Mathematics: <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure

⁹ Academic discourse is further defined in Appendix J-6.

¹⁰ Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.

	<p>8. Look for and express regularity in repeated reasoning <i>Measurement tool for Math is detailed in Appendix J-10b and J-10.5.</i></p>
2.3	<p>In Science¹¹ classes, ELs will demonstrate the following set of student discourse practices as defined by the NGSS:</p> <ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information <p><i>Measurement tool for science is detailed in Appendix J-10c and J-10.5</i></p>
2.4	<p>In ELD classes, ELs will demonstrate progressive and growing uses of the receptive and productive language functions¹² that are embedded in the student discourse practices as defined by the four core disciplinary areas (ELA, Social Studies/History, Math, & Science).</p> <p><i>Measurement tool for ELD classes is detailed in Appendix J-10.5</i></p>

Goals 1 and 2 center on student outcomes. The objectives in Goal 1 provide annual benchmark goals in terms of summative measures that can be used to predict college and career readiness for ELs. The objectives in Goal 2 focus on the instructional core, especially on students' productive and receptive language practices in specific content areas as defined by the new Standards [see Figure 1: Venn Diagram, page 3]. The daily work of teachers in working toward Goal 2 has direct implications for the student outcomes defined by Goal 1.

It is also important to note that in our data analysis of ELs, we will consider what we call a *Total English Learner* (TEL)¹³ our accountability measures. That is, this TEL subgroup

¹¹ Science classes at the high school level are delineated by the specific subject areas such as Biology, Chemistry, Physics, and Integrated Science.

¹² An example of this can be found in: Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.

¹³ Hopkins et al. (2013).

includes both currently identified ELs and former ELs. We recognize that as former ELs become re-designated, it is difficult to determine which schools and practices are successful for these students. Similarly, it is difficult to track EL performance over time when ELs are re-designated several years prior to high school graduation and are not included in subgroup statistics such as graduation rates and college readiness. Oakland research and development uses a single student identifier that tracks EL status over time, so we are uniquely positioned to develop and answer longitudinal questions about our relative impact on former ELs.

Table 4: Goal 3-Teacher Learning Objectives

<p>Goal 3: UL Oakland will build teacher skills, knowledge, and capacity to support the language and literacy practices inherent in the Common Core State Standards and Next Generation Science Standards across content areas and ELD classrooms in grades 6-12 through a focus on developing a core set of instructional practices that support rich student discourse for ELs.</p>	
<p>Objective 3.1</p>	<p>Teachers of ELs across all subject areas in grades 6-12 will have a deeper understanding of the language and literacy demands found in and across the new Standards.</p> <p><i>Measurement tools are detailed in Appendix J-10a, J-10b, J-10c and J-10.5 (Same as tools used in Goal 2)</i></p>
<p>3.2</p>	<p>Teachers of ELs in ELD classes in grades 6-12 will develop the skills, knowledge, and capacities, via Oakland's core instructional practices, to support rich EL discourse that integrates language <i>and</i> content learning simultaneously.</p> <p><i>Measurement tools are detailed in Appendix J-10.5</i></p>
<p>3.3</p>	<p>Teachers of ELs in content area classes (math, ELA, history/social studies, & science) in grades 6-12 will develop the skills, knowledge, and capacities, via Oakland's core instructional practices, to support rich EL discourse that integrates content <i>and</i> language learning simultaneously.</p> <p><i>Measurement tools are detailed in Appendix J-10a, J-10b, J-10c, and J-10.5 (Same as tools used in Goal 2)</i></p>

Table 5: Goal 4-School Leadership Objectives

Goal 4: *UL Oakland* will build school leadership¹⁴ skills, knowledge, and capacity to support their teachers' instruction with ELs across ELD and core academic classes in the implementation of the new Standards.

Objective 4.1	School leadership across grades 6-12 will have a deeper understanding of the language and literacy demands found in and across the new Standards for ELs.
4.2	School leadership will create structures and opportunities for ELD and content teachers to work together and learn from one another in formal and informal professional learning opportunities in developing teachers' core instructional practices that support ELs across all classrooms.
4.3	School leadership will understand and support the use of core instructional practices that are used across ELD <i>and</i> content area classrooms to support EL discourse that integrates language <i>and</i> content learning simultaneously.

Table 6: Goal 5-District Leadership Objectives

Goal 5: *UL Oakland* will build district capacity to support and prepare ELs for college and career-readiness.

Objective 5.1	District leadership ¹⁵ will have a deeper understanding of the language and literacy demands found in and across the new Standards for ELs.
5.2	District leadership will create structures and opportunities for ELD and content teachers to work together through professional learning opportunities that center around building skills, knowledge, and capacities that accelerate learning opportunities for ELs in their classrooms.
5.3	District leadership will understand ways that core instructional practices are used across ELD <i>and</i> content area classrooms in supporting EL discourse that integrates language and content learning <i>simultaneously</i> .
5.4	District leadership will examine, reflect, and create policy and practices that support ELs for college and career readiness.
5.5	District leadership will work closely with Family, Schools, and Community Partnerships (FSCP) in the district so that family and community engagement efforts

¹⁴ School leadership includes roles such as principal, assistant/vice principal, instructional coaches on site, and designated teacher leaders and/or department heads.

¹⁵ District leadership includes all instructional leaders that support student learning. This includes the Learning, Curriculum, and Instructional team, executive officers who supervise and support principals, Student Support Services, and Family, Schools, and Community Partnership Department.

	work in alignment to support EL success in school settings.
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Goals 3, 4, and 5 are focused on building a comprehensive and coherent set of knowledge, skills and capacities across classrooms, schools, and the district system to accelerate ELs' language development *and* content learning. Goal 6 (below), the development work of the curricular, instructional, and PD resources centered on core instructional practices will in turn support and inform the Goals 1-5 throughout the four-year project.

Measurement tools for goal 4 and 5 will be co-developed with our external evaluation team through the use of survey measures, interviews, and focus groups.

Table 7: Goal 6-Instructional and Video Resources Deliverables¹⁶

Goal 6: <i>UL Oakland</i> will build a set of curricular, instructional, and professional development (PD) resources for teachers of ELs across grades 6-12 in the areas of ELA, Math, History/Social Studies, Science, and ELD, that are aligned to the new Standards, with a focus around developing, strengthening and accelerating language development and content learning for ELs.	
Objective 6.1	Our team will produce a set of exemplar lessons centered on building skills and capacities that accelerate productive academic discourse for ELs in content and ELD classrooms.
6.2	Our team will collect and curate student work samples and teacher artifacts that accompany our set of exemplar lessons for ELs.
6.3	Our team will produce a set of videos that focuses support on productive academic student discourse through Oakland's core instructional practices for ELs across grades 6-12.
6.4	Our team will produce a set of PD modules composed of lessons, work samples, videos, and facilitation guides that can be used by teachers, teacher leaders, school and district leaders in supporting teachers of ELs across the various content and language development courses.

Potential Expansion of Work

¹⁶ Section C1 (Management Plan) details out the deliverables to be produced on Table 16 (page 31).

Oakland, Stanford's UL, and *Teaching Channel* are each part of diverse local, state, and national networks that will be leveraged in a national expansion of the tools, resources, and knowledge generated by this project. A summary table of our national dissemination and expansion efforts can be found in Appendix J-11.

B2. Clarity, completeness, and coherence of the project goals, & project activities, plan for achieving those goals, identification of potential risks to project success and strategies to mitigate those risks.

Below is a table showing the coherence between our project goals and our proposed activities, timeline, and responsible parties over the course of our four-year project period. A list of key deliverables is found on Table 15, page 27.

Table 8: Project Plan Year 0 (Sept. 2014-Dec. 2014)

Dates	Activities and Corresponding Key Milestones ¹⁷ and Goals	Responsible Parties
Sept.- Dec.	1. Recruit 20 teachers, content/ELD specialists, and coaches that will work as the core “teacher development team” or the Development Team for lesson development and core instructional practices development across grades 6-12. (Milestone 1)	N. Knight, co-PD
	2. Conduct needs analysis and update goals based on new data from 2013-2014 school year on ELs as outlined by Goal 1. (Milestone 2)	Jean Wing, Stanford, & WestEd
	3. Build preliminary shared definitions and understanding of the language, literacy, and content learning work for ELs in schools across grades 6-12 in monthly meetings of Instruction, Leadership, and Equity-in-Action teams.	Knight, & leadership team ¹⁸
<p>Connection to Goals and Milestones</p> <p>Goal 5: Grow district leadership skills, knowledge, and capacity to work with school site leaders and teachers (Milestone 2).</p> <p>Goal 6: Begin work on building a set of curricular, instructional, and PD resources. (Team formation and Milestone 1)</p>		

¹⁷ Milestones is defined as significant deliverables or project outcomes (not ongoing project activities such as development team meetings.)

¹⁸ Leadership team includes Co-Project Director Santos' direct reports: all executive directors and associate superintendents leading work in instruction, leadership development, and equity-in-action work in Oakland.

Note: Year 0 activities are part of the ongoing work in Oakland. Proposed funded activities will begin in year 1 (Jan. 2015). Evaluators will be working with the project team in various capacities throughout the project period. Details of their work are in the evaluation portion of this proposal (page 33 ff).

Table 9: Project Plan Year 1 (Jan. 2015-Dec. 2015)

Dates	Activities and Milestones	Responsible Parties
Jan.- May	<ol style="list-style-type: none"> 1. Hold a Year 1 January kickoff project meeting with UL leadership team, external evaluators, <i>Teaching Channel</i>, led by Oakland, to build norms, review goals and objectives, and finalize work plan for year 1. (Milestone 3a) 2. Full day working retreat in January with teacher development team and Stanford team to set goals and priorities for this year's development work. (Milestone 3b) 3. Teacher development team¹⁹ meets weekly during early release time (2 hours/week) to develop exemplar lessons built around the core instructional practices for supporting ELs' productive discourse as defined by the new Standards. Stanford team leaders participate in these meetings on a weekly basis. 	<p>Project Directors, West Ed + all partners</p> <p>Project Directors+ Development team + Stanford</p>
June- Aug.	<ol style="list-style-type: none"> 1. First drafts of lessons are finalized and vetted in a 3-day workshop that includes teachers, school leaders and Stanford team leaders by end of June. (Milestone 4) 2. Teacher development team reconvenes for 2 days to revise lessons based on the 3-day vetting workshop, and works with editor and graphic designer to produce second drafts of lessons. (Milestone 5) 3. Selected lessons are piloted during summer school session with feedback collected by teachers. Data will be used to inform student outcomes and effectiveness of developed lessons for ELs. 	<p>Project Directors + Development team + Stanford</p>
Sept.- Dec.	<ol style="list-style-type: none"> 1. Full day working retreat with teacher development team and UL team to set goals and priorities for upcoming academic year. Classroom video-capturing teacher learning begins this year. (Milestone 6) 	<p>Project Directors + all partners</p> <p>Project</p>

¹⁹ Teacher development team includes: 20 teachers (content and ELD teachers) and district content / ELD specialist for grades 6-12 and Oakland Media Specialist.

	<p>2. Development team begins to work at site on trialing and revising the lessons, and on collecting data on the teacher learning process and ELs' academic gains.</p> <p>3. As part of their instructional rounds, school and district leaders visit classrooms that are employing core instructional practices, to develop clarity around a shared understanding of the teaching practices that best supports ELs.</p> <p>4. Development team continues to meet weekly to discuss and review lessons and the team's own practice through the use of classroom video as a tool for teacher learning.</p>	<p>Directors + Development team + Stanford</p> <p>WestEd</p>
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Connection to Goals and Milestones

Goal 1 & 2: Emerging work for ELs who are part of the Development Team who are trialing and revising resources (Milestone 4 & 5)

Goal 3: Emerging capacity building efforts for Development Team and teacher leaders at school sites.

Goal 4: Emerging school leadership capacity building efforts through the work of instructional rounds, through professional learning opportunities at school sites and district levels.

Goal 5: Growing district leadership capacity building efforts through the work of instructional rounds and through professional learning opportunities at the district level.

Goal 6: Progress toward final deliverables (trialing and revising lessons based on feedback). (Milestones 4 & 5).

Table 10: Project Plan Year 2 (Jan. 2016-Dec. 2016)

Dates	Activities and Milestones	Responsible Parties
Jan.- May	<p>1. Develop, refine, and trial lessons to continue working toward the teacher showcase²⁰ in May.</p> <p>2. Third drafts of lessons are produced based on the testing and feedback from students and teachers. Teachers' development of these core instructional practices and ELs discourse practices are captured by video. (Milestone 7)</p> <p>3. Leadership team works closely across existing professional learning communities organized by the district, to embed the shared knowledge and tools developed to support ELs' academic success.</p>	Project Directors + Development team + Stanford

²⁰ Oakland's Teacher Showcase is a week-long celebration of the teaching practice where teachers, school leaders, and district leaders visit exemplary classrooms across the district.

	(ongoing) 4. Develop PD modules (draft 1) that can be used for week-long summer institute with teacher leaders. (Milestone 8)	
June-Aug.	1. Host week-long summer institute for all teacher leaders in grades 6-12. (Milestone 9) 2. Work with selected summer school teachers in exemplar core instructional practices and EL academic discourse with <i>Teaching Channel</i> .	Project Directors + <i>Teaching Channel</i> + Stanford
Sept.-Dec.	1. Host 1-day retreat with teacher and school leaders who will be leading the PD of the core instructional practices at their school sites. (Sept.) (Milestone 10a) 2. Host 1-day retreat with school leaders and district leaders to examine the data and policies that impact EL success, based on the team's growing knowledge ELs. This includes review and assessment of project goals. (Sept.) (Milestone 10b) 2. Work with selected teachers in videotaping exemplar core instructional practices with the <i>Teaching Channel</i> . 3. Teacher leaders meet every other week to plan and discuss how to best support professional learning at their school sites using developed tools (lessons, PD modules, videos, & student work). 4. Refine PD modules (draft 2) based on feedback from teacher leaders work at their sites. (Milestone 11)	Project Directors + Jean Wing + Development team + Stanford + <i>Teaching Channel</i>
<p>Connection to Goals and Milestones</p> <p>Goal 1 & 2: Anticipated growth in student learning outcomes due to emerging shifts in teacher practice across the system. (Milestone 9)</p> <p>Goal 3: Growing capacity building efforts for Development Team, teacher leaders, and teachers as they shift their practice. (Milestones 9, 10a & 10b)</p> <p>Goal 4: Growing school leadership capacity building efforts through the work of instructional rounds, through professional learning opportunities at school sites and district levels.</p> <p>Goal 5: Growing district leadership capacity building efforts through the work of instructional rounds and through professional learning opportunities at the district level.</p> <p>Goal 6: Progress toward final deliverables: 3rd drafts are produced, videos are produced, PD modules are in draft 2 form. (Milestones 7, 8, & 11).</p>		

Table 11: Project Plan Year 3 (Jan. 2017-Dec. 2017)

Dates	Activities and Milestones	Responsible Parties
Jan.- May	1. Continued work from Sept.-Dec, 2016 (activities 2-4). 2. Organize for teacher showcase (May). (Milestone 12) 3. Refine PD module (draft 3) based on the growing collection of video and sample student work associated with exemplar lessons. (Milestone 13).	Project Directors + Development team + Stanford + <i>Teaching Channel</i>
June- Aug.	1. Host 3 day-long summer institute for all incoming (new) teachers. (Milestone 14) 2. Work with selected summer school teachers in videotaping exemplar core instructional practices with the <i>Teaching Channel</i> .	Project Directors + Stanford + <i>Teaching Channel</i>
Sept.- Dec.	1. Host 2-day retreat with school leaders and district leaders to re-examine the data and policies that impact EL success, based on the team's growing knowledge on ELs and on the continued work of developing core instructional practices for all teachers of ELs in grades 6-12. This includes review and assessment of project goals. (Sept.) (Milestone 15) 2. Refine PD module (draft 4) based on the growing collection of video and sample student work associated with exemplar lessons. (Milestone 16) 3. Teacher leaders meet monthly to plan and discuss progress of implementation and to support the last round of videotaping of core instructional practices and ELs academic discourse in classrooms.	Project Directors + Stanford + Jean Wing + WestEd Project Directors + Stanford + <i>Teaching Channel</i>

Connection to Goals and Milestones

Goal 1 & 2: Continued growth in student learning outcomes due to growing shifts in teacher practice across the system. (Milestones 12 & 14)

Goal 3: Deepening capacity building efforts for Development Team, teacher leaders, and teachers as they improve and strengthen their practice. (Milestones 13, 14, & 16)

Goal 4: Deepening school leadership capacity building efforts through the work of instructional rounds, through professional learning opportunities at school sites and district levels. (Milestones 12, 13, 14, 15, & 16)

Goal 5: Deepening district leadership capacity building efforts through the work of instructional

rounds and through professional learning opportunities at the district level. (Milestones 12, 13, 14, 15, & 16)

Goal 6: Progress toward final deliverables: 3rd drafts are produced, videos are produced, PD modules are in draft 2 form. (Milestones 13 & 16)

Table 12: Project Plan Year 4 (Jan. 2018-Dec. 2018)

Dates	Activities and Milestones	Responsible Parties
Jan.- May	1. Project activities continue from Fall 2017. 2. Prepare for teacher showcase. (May) (Milestone 17) 3. Prepare for summer institute for new teachers using developed PD modules.	Project Directors + Stanford + <i>Teaching Channel</i>
June- Aug.	1. Host 3 day-long summer institute for all incoming (new) teachers. (Milestone 18) 2. Work with selected summer school teachers in videotaping exemplar core instructional practices and ELs academic discourse with <i>Teaching Channel</i> .	Project Directors + Stanford + <i>Teaching Channel</i>
Sept.- Dec.	1. Project team retreat (1-day) to reflect on progress of work and shared learning regarding ELs. This includes reviewing and assessing project goals and outcomes. (Milestone 19) 2. Teacher leaders meet monthly as part of district-funded work to support ELs via the tools and resources developed by project.	Project Directors + Stanford

Connection to Goals and Milestones

Goal 1 & 2: Accelerated growth in student learning outcomes due to wide-scale shifts in teacher practice across the system. (Milestone 17)

Goal 3: Continued deepening of capacity building efforts for Development Team, teacher leaders, and teachers as they improve and strengthen their practice and share with new members these core instructional practices. (Milestone 18)

Goal 4: Continued deepening of school leadership capacity building efforts through the work of instructional rounds, through professional learning opportunities at school sites and district levels.

Goal 5: Continued deepening of district leadership capacity building efforts through the work of instructional rounds and through professional learning opportunities at the district level.

Goal 6: Completion toward final deliverables. (Milestone 19)

Potential Risks to Project Success & Strategies to Mitigate Those Risks

Our team identifies the following two risks to project success. **First**, teachers may have reservations about opening up their classroom practice to others. To mitigate this risk, the project team makes clear to participating teachers that the outcomes and process of this work are *not* for evaluative purposes. This includes making a clear outline of the scope of work of participating teachers in the initial recruitment of teachers. One of the key messages we will convey to teachers is that this development team is part of a safe and open professional learning environment creating resources for the larger educational community. Additionally, we plan to recruit teachers who are open about their instructional practice and would be interested in sharing their teaching through videos with the larger community of educators. Year 1 of this community building and norm setting work is done "in-house" with Oakland's own "media-specialist" who will work with teachers to capture videos of their practice for Oakland's own professional learning purposes. During the 2013-2014 academic year, *Teaching Channel* has been working collaboratively with Oakland teachers and district leadership teams in introducing *Teaching Channel Teams* platform where teachers can view, comment, and discuss instructional practices in between in-person professional learning gatherings organized by the district. We anticipate that by beginning of the project period, we will have a growing community of teachers who feel more comfortable with sharing and videotaping their practices for our learning community.

Second, teacher and school leadership turnover at school sites may disrupt the development and growth of knowledge within the school community. We mitigate this risk by working with *all* teachers and school leaders across grades 6-12. The work of academic discourse is an absolute instructional priority for all educators in the district since California's

adoption of the Common Core State Standards in 2010. Oakland's professional learning communities include both formal and informal leaders at school sites such as principals, assistant principals, instructional reform facilitators, subject specific and ELD coaches, and teacher leaders. Also, by building site-based capacity through teacher and site-leadership, we ensure that there are leadership teams that can own and support the work of ELs their site.

C. QUALITY OF MANAGEMENT PLAN & PERSONNEL

C1. Key responsibilities & well-defined objectives, timelines & milestones for completion of major project activities, & the metrics that will be used to assess progress on an ongoing basis, & annual performance targets the applicant will use to monitor whether the project is achieving its goals.

Co-Project Director Santos and Co-Project Director Knight will supervise all Oakland team members involved in the project and manage the partnerships with the Stanford team and *Teaching Channel*. The Co-Directors will be responsible for goals 1-6 and all associated objectives as detailed in narrative section B2 and the implementation of these developed resources across the school and district learning communities through Oakland's professional learning infrastructure (Appendix J-3). Timelines and milestones of major activities have been detailed in Tables 8-12 (pages 20-25) in our Project Design section.

UL at Stanford, led by Kenji Hakuta will be responsible for the following objectives:

Table 13: Stanford Team Responsibilities and Objectives.

<ul style="list-style-type: none"> • Management of key personnel Jeff Zwiers and Stanford project manager during the four-year duration of the project. Hakuta will participate in a series of conference calls and in-person meetings as part of the Stanford-Oakland partnership on a monthly basis with the project team. • Stanford Project Manager (PM) (1FTE) will lead and maintain the partnership between Stanford personnel and consultants with the Oakland project team. 50% time will be spent in Oakland district offices and in Oakland schools working with Co-Director Santos and Knight and their development team to ensure that the quality of work is aligned to the practices defined by the new Standards. • Project Manager will participate and contribute to the development of instructional resources and video cases for grades 6-12 ELs in Oakland and manage consultant relationships so it meets the goals and outcomes set forth by the Stanford-Oakland
--

partnership.

- Jeff Zwiers will work an average of one day a month serving as an advisor to the development of instructional resources and video cases working directly with Co-Director Knight and the development team.

Teaching Channel, led by CEO Pat Wasley will be responsible with her team for the following objectives and final video deliverables in Table 15 (page 28).

Table 14: Teaching Channel Team Responsibilities and Objectives.

- Relationship building and partnership with Oakland and Stanford in producing the following set of deliverables (Table 16) to be freely accessible on *teachingchannel.org* .
- The production of these resources will be a collaborative effort led by Oakland, Stanford and *Teaching Channel*. Processes include weekly meetings with the project team in capturing, editing, and producing high-quality video cases, monthly meeting with key staff to ensure progress toward goals and outcomes, and twice annual retreats for all team members co-organized by Oakland and WestEd (external evaluators).

Table 15: Final Deliverables

Subject	Grade 6-8	Grade 9-10	Grade 11-12	Final Deliverables
ELA	sample lesson, 2 video cases	sample lesson, 2 video cases	sample lesson, 2 video cases	3 sample ELA/History lessons with 6 video cases
History/Social Studies				
Math	sample lesson, 2 video cases	sample lesson, 2 video cases	sample lesson, 2 video cases	3 sample Math lessons with 6 video cases
Science*	sample lesson, 2 video cases	sample lesson, 2 video cases	sample lesson, 2 video cases	3 sample Science lessons with 6 video cases
ELD	sample lesson, 2 video cases	sample lesson, 2 video cases	sample lesson, 2 video cases	3 sample ELD lessons with 6 video cases

*Science lessons will be a mix of Integrated Science, Biology, Chemistry, and Physics content.

Metrics to Assess Progress & Annual Performance Targets

The metrics that our team will use to assess progress will include quality of the deliverables above and quantitative metrics for the goals and objectives that are detailed in Tables 2-7. The objectives set out in Table 2 (page 14) (EL learning outcomes-quantitative) are directly aligned to our Strategic Plan and Common Core Standards. Consequently, these metrics are part of the ongoing growth and accountability conversations we have with teachers, school leaders, district leaders, and board members on a monthly and annual basis. The project's senior leadership team will convene monthly to discuss the progress and growth across the six major goals and sub-objectives detailed in Tables 2-7. Annual Performance Targets for each goal and objectives can be found in Appendix J-12.

C2. Demonstrated commitment of key partners and evidence of broad support from stakeholders.

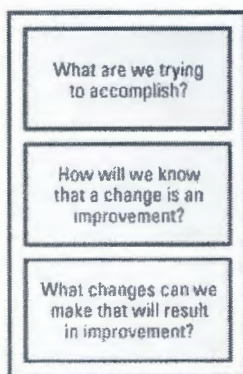
As Oakland has begun to implement the new Standards (CCSS & NGSS), it has been working closely with local, regional, and state level stakeholders to gather their support and involvement. Additionally, Oakland has been working closely with the co-authors of the new Standards in capacity building efforts for the classroom, school, and district leaders. Table 16 details the letters of support offered for this project (Appendix G).

Table 16: Letters of Support

Organization Represented	Stakeholder Group	Signatory
1. Stanford University	i3 partner	Professor Kenji Hakuta
2. <i>Teaching Channel</i>	i3 partner	CEO Pat Wasley
3. WestEd	i3 evaluation partners	Ted Britton, Managing Associate Director
4. Oakland School Board	Local	School Board President David Kakishiba
5. Great Oakland Public Schools (Advocacy Coalition)	Local	Executive Director Jonathan Klein
6. City of Oakland	Local	Mayor Jean Quan
7. East Bay Community Foundation	Local	Interim President & CEO Deborah Alvarez-Rodriguez
8. S.D. Bechtel, Jr. Foundation, San	Local	Program Officer Lisa Lomenzo

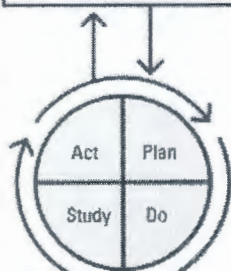
Francisco		
9. Rogers Family Foundation, Oakland	Local	Executive Director Brian Rogers
10. Alameda County Office of Education	Regional	Associate Superintendent L. Karen Monroe
11. California Office to Reform Education (CORE) (District Network)	Regional	Director Ben Sanders
12. California State Board of Education	State	State Board President Mike Kirst (& Professor Emeritus at Stanford)
13. California Department of Education	State	State Superintendent for Public Instruction, Tom Torlakson
14. California Hispanic Chambers of Commerce	State	President & CEO Mark Martinez
15. Congresswoman Barbara Lee	State	Representing CA's 13 th Congressional District
16. Senator Barbara Boxer	National	Senator Barbara Boxer
17. College Board	National	President David Coleman (& co-author of CCSS-ELA/Literacy)
18. Phil Daro	Key individual	Co-author of CCSS-Mathematics
19. Helen Quinn	Key individual	Chair of the NRC Science Framework that guided the development of NGSS (Professor Emerita at Stanford)
20. M. Catherine O'Connor	Key individual	Language development, literacy, and discourse expert (Professor at Boston University)

C3. Adequacy of procedures for ensuring feedback & continuous improvement.



Our feedback and continuous improvement processes are built from the Continuous Improvement Research organized by the Carnegie Foundation for the Advancement of Teaching. Our model of continuous improvement is guided by Figure 4:

Figure 4: Continuous Improvement Methodology (PDSA)



Plan: Identify and state our objectives, questions and predictions, the plan

to carry out the cycle, and the plan for data and evidence collection.

Do: Carry out the plan, document problems and unexpected observations, and begin analysis of the data and evidence.

Study: Complete analysis of the data and evidence, compare data and evidence to predictions, and summarize what was learned.

Act: For the next cycle, what improvements (changes) are to be made?

In collaboration with our Evaluators and across the various team structures found in the district and school levels, we will deploy the **PDSA** model in our improvement efforts around the academic outcomes for ELs in grades 6-12. The PDSA model is further delineated by the following steps across our teams as seen in Table 17.

Table 17. Feedback and Continuous Improvement Processes

- **Team formation:** Having the right people on a process improvement team is critical to a successful improvement effort. Our teams include: Senior project management team with partners (monthly and annual retreats); Oakland's Instruction, Leadership, and Equity-in-Action team (weekly); Development team (weekly to biweekly); and school learning communities (weekly). Our Evaluators will join to provide observations and feedback.
- **Setting objectives and establishing measures:** The objectives and measures are guided by the 6 goals and objectives listed in Tables 2-7 (p.14-19). We recognize that objectives are time-specific and measureable and need to specifically define the population that will be affected.
- **Selecting changes for improvement:** Ideas for change (next steps) may come from the insights of any of the team members, as well as our Evaluators.
- **Testing and implementing changes:** The PDSA cycle is shorthand for testing a change in a real work setting by planning it, trying it, observing the results, and acting on what is learned. Our Evaluators will participate in designing our assessment process.
- **Spreading changes:** Any successful implementation of a change/package of changes, the team can spread these to other parts of the organization or to other organizations.

These PDSA guidelines will allow our team members to share a common language around continuous improvement across the system and focus our work on *actionable* steps toward improving the academic outcomes for ELs in Oakland.

C4. PERSONNEL: Project’s staffing plan, the identification of the project director and key personnel.

Deputy Superintendent **Maria Santos** will serve as Co-Project Director in Oakland along with Co-Director Nicole Knight (EL Executive Director). Santos is a highly experienced education professional and practitioner, dedicated to the achievements and growth of all children, as demonstrated by numerous national and statewide successes in accelerating learning for ELs. Additional key personnel from Oakland who will work on this project under the direct supervision of Co-Directors Santos and Knight include: Nancy Lai (High School ELA instructional specialist), Jody Talkington (EL-ELA instructional specialist), Estelle Woodbury (EL-Math instructional specialist), Claudio Vargas (EL-science coordinator, Jean Wing (Executive Director-Data/Analytics) and Mario Capitelli (Manager of television station KDOL, Oakland Unified School District’s educational access television station.)

Oakland will be hiring 1.25 FTE Media Specialist/Videographer to work directly with the Development Team in years 1 and 2 to support the building of norms around videotaping in classrooms, and videotaping and editing clips for use in professional learning settings. This position is described in Appendix J-12. Oakland's Human Resources will recruit for this position and our partners will help with recruitment by sharing the job position among their networks. Mario Capitelli (manager of television KDOL) will work with Santos and Knight in hiring and managing the Media Specialist/Videographer.

Resumes of the project director and all key personnel can be found in Appendix F.

Table 18. Summary Qualification and Experience of Project Director and Key Personnel

<p>Co-Project Director Maria Santos of Oakland Unified School District has a history of leadership in a broad range in successful school improvement efforts in Oakland, New York City and San Francisco communities. From 1999-2014 she secured and managed over \$30 million in competitive grant awards from private and public funding sources, and has worked closely with a number of research and evaluation partners in her thirty years in public education. During Maria's seven-year tenure in the New York City Department of Education, she oversaw a \$600 million budget, and supervised the design and execution of policy and systemic initiatives that</p>

have significantly increased the academic and language development gains of New York City's 140,000 ELs, and improved academic environments for ELs, former ELs, and immigrant students.

Co-Project Director Nicole Knight of Oakland Unified School District is a National Board Certified Teacher in English as a New Language and is currently the executive director for English Learners in the district. She managed multi-million dollar budgets (Title III) as well as worked closely with the content area supervisors in Oakland in leading professional development for coaches and teachers of ELs. She has over 15 years of teaching and leading experience in Oakland schools.

Understanding Language (UL) is a national initiative co-lead by Stanford Professor **Kenji Hakuta** and **Maria Santos**. Professor Hakuta is an experimental psycholinguist who has worked on research, practice, and policy supporting ELs for over 30 years. He recently served on the Validation Committee for the CCSS Initiative. In 2011, Hakuta and Santos received \$2 million to launch this national initiative, and they have organized a Steering Committee to lead the work on policy, resource development, and research around ELs in the context of the new Standards. The Steering Committee members are all leading researchers, policy makers, and practitioners in the field of ELs, CCSS, and NGSS. UL is known for bringing together language development, literacy, and content area experts to work in synergy to tackle the most inextricable problems faced by ELs as schools, districts, and networks implement the new Standards.

Key personnel from Stanford who will lead this work include: Kenji Hakuta, and Jeff Zwiers, and members of the Steering Committee from UL. Jeff Zwiers, Ph.D., is a senior researcher, currently working with the Oakland team to develop teachers' practices for fostering students' complex academic language and literacy across disciplines. He has taught and coached teachers in urban school settings, emphasizing the development of literacy, cognition, and language. He has written books and articles on reading comprehension, thinking skills, and academic language.

Teaching Channel is led by President Pat Wasley, Ed.D., Chief Executive Officer for *Teaching Channel*. She has been a public school administrator, a researcher, a university professor and a dean of both the Bank Street Graduate School of Education and the University of Washington College of Education. She is a past board member of the National Board for Professional Teaching Standards and past president of the Washington Association of Colleges of Teacher Education. She will oversee the management and production team led by Candy Meyers, Chief Product Officer who will work closely with the production crew to produce the videos for Oakland to be shared on the *Teaching Channel's* open platform.

WestEd, the evaluation partner for this work is led by Dr. Elizabeth (Betsy) McCarthy and Dr. Linlin Li. McCarthy is a Senior Research Associate in WestEd's Science, Technology, Engineering, and Mathematics (STEM) program. McCarthy is the Principal Investigator for of several large evaluation projects, including: 1) evaluation for the five-year federal Ready to Learn project: Expanded Learning Through Transmedia Content in collaboration with the Corporation for Public Broadcasting (CPB) and the Public Broadcasting System (PBS), 2) evaluation and technical

assistance to Galt Joint Union Elementary School District for their Race to the Top-District (RTTT-D) data systems and blended learning project, and 3) research and evaluation for a 2013 Investing in Innovation grant (i3): Learning by Making - An Integrated Approach to STEM Learning for the Next Generation.

Dr. Linlin Li is a Senior Research Associate in the Science, Technology, Engineering, and Mathematics (STEM) program at WestEd. She has more than seven years of experience in research, evaluation, and consulting, including key roles on cross-site, multi-year federally funded projects. She is the co-Principal Investigator for 1) the PBS KIDS Mathematics Transmedia Suites in Preschool Homes, 2) evaluation of PBS LearningMedia Math: Building Content, Capacity, and Diversity project in collaboration with WGBH Boston, funded by the Corporation for Public Broadcasting (CPB), and 3) evaluation and technical assistance to Galt Joint Union Elementary School District for their Race to the Top-District (RTTT-D) data systems and blended learning project. Dr. Li brings a highly sophisticated approach to research and program evaluation, including quasi-experimental and experimental designs, mixed methods, and qualitative research.

E. EVALUATION

WestEd will serve as the independent professional evaluator to objectively conduct a rigorous, mixed-method, multi-year evaluation. The evaluation strategy will focus on three research goals: **1) Describe the design and development** of *Understanding Language in Oakland: Accelerating Language, Learning, and Literacy in the Content Areas for English (UL)* project model (formative evaluation); **2) Evaluate the implementation** of *UL* project model in order to examine fidelity and facilitate replication and sustainability (formative evaluation); and **3) Assess the effectiveness** of *UL* project model as used in OUSD (summative evaluation). Below are the research questions (RQs), measures/data sources to be utilized for each evaluation goal in turn, followed by a description of data analysis activities.

Evaluation Goal 1 (Formative Evaluation): Describe the design and development of the *Understanding Language in Oakland: Accelerating Language, Learning, and Literacy in the Content Areas for English* project model: **RQ1:** Is the design and development of *UL* instructional resources, and related PD progressing as planned? **RQ2:** To what extent is the *UL* instructional resources being designed in alignment with the new CA English Language

Development, Common Core and Next Generation Science Standards? **RQ3:** Is the *UL* PD being developed in alignment with the third iteration of the Standards for Professional Learning?

To address **RQ1 – RQ3**, the evaluation process will be interwoven with the design and development process of *UL* project model, and rely on a highly iterative sequence of design, development, and pilot testing in year 1 and year 2. The following approaches will be used to describe the program design and development: 1) *Development and progress documentation* (e.g., planning, progress, and teacher development team meeting agendas and minutes; deliverables of *UL* instructional resources and PD components); 2) *Pilot testing* of *UL* instructional resources and PD.

Development and progress documentation will be used to inform the progress of *UL* instructional resource design, best practices for the implementation of *UL* instructional resources, and the challenges of developing *UL* instructional resources and PD to support EL students' learning. *Pilot testing* with 20 teachers will be used to identify strengths and weaknesses with content, pedagogy, clarity, logistics, and usability and as early indicators of construct validity (i.e., whether the *UL* instructional resources are eliciting the intended language discourse). Videotapes, field notes, and teacher interviews will be among the sources of data to be systematically collected and analyzed to inform the *UL* project model efforts of the design team. Findings will also be used to modify/refine the content and delivery of the PD modules with an eye toward enhancing teacher engagement and facilitating classroom application.

Evaluation Goal 2 (Formative Evaluation): Evaluate the implementation of *UL* project model: **RQ4:** What are the key components defining the *UL* project model as implemented in OUSD (e.g., exemplar lessons, exemplar videos, sample student work, week-long summer PD, follow-up teacher learning communities)? What components of the *UL* project model are most useful to teachers in supporting their teaching practice? **RQ5:** What is the overall level of fidelity of implementation, and what are the most important ways in which the model as implemented

differed from the model as planned? **RQ6:** In what ways is the program successful? Not successful? Why? **RQ7:** How replicable and sustainable is the *UL* project model? What factors affect replicability and sustainability?

To address **RQ4** and **RQ5**, WestEd will develop an evaluation framework based on the *UL* project logic model. We will review the following data to describe the program implementation throughout each project year: 1) *Implementation document review* (e.g., deliverables of *UL* materials, project meeting agendas and minutes, PD agenda); 2) *Degree of participation/dosage and engagement data* (e.g., PD attendance, teacher learning communities' notes, teacher monthly logs on utilizing *UL* instructional practices); 3) *PD observations and teacher interviews* to detect participant experiences with the PD and their satisfactions with the training; 4) *Teacher surveys* to detect understanding of the *UL* model and process and practices satisfaction with the model implementation; and 5) *Case studies* on a random sample of participating teachers that include analysis of classroom video and teacher interviews to evaluate the quality of project implementation. In addition, we will conduct project key informants' interviews at the end of each semester. These informants include: district leaders, school leaders, and project implementation staff. Bi-yearly review topics will include: general impressions of the program, barriers/challenges in implementation, perceived educator and student progress/engagement, areas for improvement, and best practices utilized.

Quantitative data, such as dosage data and close-ended questions from surveys, will be analyzed descriptively. Grounded theory, or constant comparative analysis, as described by Strauss and Corbin (1998) will be utilized to analyze qualitative data collected from open-ended questions, interviews, and classroom video. In an initial data reduction approach, respondents' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories along with quantitative data results will be reviewed for causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the

researcher to develop a “story” that connects the categories (selective coding) and finally posit hypotheses or theoretical propositions. The procedure suggested by Nelson, Cordray, Hulleman, Darrow, & Sommer (2012) will guide the assessment of fidelity of implementation. WestEd will review and finalize fidelity indices based on the logic model to quantify aspects of high-quality and effective implementation of the program. These qualitative and quantitative analyses will inform whether the project provided all proposed services to participants and the degree to which the project is being implemented with fidelity.

For RQ4 and RQ5, WestEd will interview a range of key informants in the project for purposes of documenting implementation. For **RQ6 and RQ7**, WestEd also will analyze these interviews for the purpose of understanding larger questions about the program's success, sustainability, and replicability. Therefore, the informant interviews will include topical foci not only about fidelity of implementation but also about such larger project features as the success of the program, best practices, efficacy of bundles of services, resource leveraging/partnering, general impression of the collaboration, value-added for the partners, challenges in collaboration, areas for improvement, and evidence of sustainability. Qualitative analyses will be conducted and grounded theory methodology employed, as described earlier.

The evaluation will employ a **continuous improvement-based approach** whereby WestEd will analyze the project's progress towards its goals, **provide timely feedback**, describe implementation of the *UL* project model, and allow project leaders to make adjustments to the *UL* project model for further improvement. This approach will help structure the *UL* project by providing data that better enables project development, improves service delivery, and/or enhances project outcomes.

Evaluation Goal 3 (Summative Evaluation): Assess program impact: **RQ8:** What is the impact of the project on building teachers' skills, knowledge, and ability to support EL students?

RQ9: What is the impact of the *EL* project model on EL students' performance?

In the 2017-2018 academic year, a quasi-experimental design will be applied to address **RQ8 and RQ9**. Quasi-experiments do not use random assignment of participants to intervention and control groups, but instead depend on applying appropriate measurement and statistical controls to nonequivalent groups in order to determine intervention impacts on the outcomes of interest. Well-designed quasi-experimental studies allow strong inferences to be drawn concerning the effectiveness of programs (Cook, Shadish, & Wong, 2008). The proposed design includes two conditions: 1) an *UL* treatment group comprised of 40 OUSD teachers who volunteer to implement *UL* model; and 2) a comparison group comprised of a matched group of OUSD teachers. Because the internal validity of the study depends on the quality of the match between treatment and comparison groups, statistical significance tests will be applied to analyze whether treatment and comparison groups have significant differences on their demographic and baseline measures (in accordance with WWC guidelines). Variables used in the significance tests include teaching credential, teachers' highest degree, and their baseline skills and knowledge to support EL students. WestEd will also analyze the equivalence of the student population in terms of their EL status (e.g., EL and LTEL), ethnicity, free/reduced-price lunch, and baseline student performance as measured by Smarter Balanced Assessments in ELA and mathematics.

In terms of outcome measures, teachers' skill, knowledge, and ability to support EL students will be measured by scoring videos/observations of classroom instruction and analyzing responses to teacher surveys. Student performance will be measured by 1) the Smarter Balanced Assessments in ELA and mathematics, 2) California English Language Development Test for ELs, and 3) scoring videos/observations of productive academic discourse in classes. WestEd will apply multi-level models to analyze the program impact on student outcomes. The primary hypothesis-testing analyses will involve fitting conditional mixed-effects ANCOVA models (HLM or multilevel models), with an additional term to account for the nesting of students

within teachers (Raudenbush & Bryk, 2002; Murray, 1998). Potential fixed effects include treatment group status, student-level baseline (pretest) measures of student performance, and other observed covariates such as free/reduced-price lunch status, EL status, and gender as well as teacher-level covariates, such as teaching credential, highest degree, and skill, knowledge, and ability to support EL students. The purpose of including statistical controls is to minimize the error associated with group assignment and to increase the precision of the estimates. With a target baseline sample size of 40 teachers (25 EL students per teacher) in treatment group and 40 teachers (25 EL students per teacher) in comparison group, the study will yield a statistical power level of 0.82 to detect a minimum detectable effect size of 0.20²¹.

WestEd is a preeminent educational research, development, and service organization with over 600 employees and 16 offices nationwide. WestEd has been a leader in research and evaluation to support innovative change efforts nationwide, including numerous i3 projects. After a careful budgeting process, it has been determined that the current resources set aside for research and evaluation (\$475,000) are sufficient for each phase of the evaluation described in the evaluation plan.



David Kakishiba
President, Board of Education

10/9/14

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Enactment Number: 14-1750
Enactment Date: 10/8/14
Rv: OSL



Antwan Wilson
Secretary, Board of Education

10/9/14

²¹ The minimum detectable effect size estimates assume: 1) Type-1 (α) error rates of 0.05 (two-tailed); 2) classroom intra-class correlation (ICC) for student performance average 0.15; 3) teacher-level and student-level baseline explanatory variables explain 60% of the between-teacher and within-teacher variance in student outcomes, respectively (Bloom, Richburg-Hayes, & Black, 2006; Schochet, 2005).