

CCEE

California Collaborative
for Educational Excellence

Item 5: Teaching, Learning, and Leading Center (TLLC) Update

June 15, 2023



Direct Technical Assistance Partner Updates



Matthew Roberts,
Ed.D., Senior Advisor

Mt. Diablo Unified School District

- Supporting an instructional focus on learning acceleration Mathematics standards work
- Coaching strategies to help district retain and develop stronger Principal instructional leaders
- Performing a second Coherence Progression Protocol with the District Leadership Team in June
- Deepening the data use to support NWEA benchmark assessments

Vallejo City Unified School District

- Supporting an instructional focus on early literacy (pre-K-3rd)
- Coaching the Implementation of a District Professional Learning plan with Science of Reading focus
- Coaching of Cabinet to develop an improvement mindset
- Board interactions to increase expectations and transparency
- Intensive Assistance Model implementation at Federal Terrace

Sacramento City Unified School District

- Supporting the Implementation of Intensive Assistance Model at Elder Creek and Harkness
- Supporting the use of the IReady benchmark assessment system for teacher collaboration
- Coordinating the 5 different Special Education support providers at work in the district
- Continuing support and encouragement for governance work



Direct Technical Assistance Partner Updates



Erik Swanson,
Senior Advisor

Inglewood Unified School District

- Support of Ed. Services Team in working with Principals on effective walkthroughs focused on student engagement
- CCEE support with the Pupil Achievement section of the FCMAT report assisted in aligning IUSD resources resulting in an increased score.
- For the 23-24 school year, we will support deepening work on student engagement aligned to FCMAT Standards and SIR Actions.

Oakland Unified School District

- Collaborated with Continuous School Improvement Team on system priorities of early literacy, middle school math, A-G course access and success, graduation rate, and joyous schools.
- Focus on SIR Actions and system structures in support of their MTSS Framework.
- For the 23-24 school year, CCEE will collaborate with ACOE and the Continuous School Improvement Team in supporting improvement projects in every school.

Salinas Union High School District

- Supported district and schools with implementing 4-8 improvement cycles in every school as well as central office.
- For the 23-24 school year, CCEE will support scaling implementation across more teacher teams.
- Outcome data shows statistically significant evidence that teachers who implemented cycles of improvement increased student achievement.



Los Angeles County
Office of Education



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students



Intensive Assistance Model

School and Classroom Based Support

What have we accomplished?

- First year of implementation has seen a growth from 8 schools to 17 schools in 5 districts
- Student results at almost all schools have outpaced district-wide results
- Teachers feel empowered and are finding agency with this work and support



Where are we now?

- Learnings are highlighting areas of growth for districts to align this work from the classroom to the board room
- Intentionality of focus is key to success
- Less is more

Anticipated future

- Expansion of cohort in at least two districts
- Study to help us further understand the impact of this work on student outcomes
- Road to model schools and possibly a model district for others to learn from



Questions?

Thank You



Learning Acceleration System Grant

Evidence-Based Strategies for Rapid Student Progress

What have we accomplished?

- Professional learning around accelerating learning in mathematics, literacy, and language development has been offered statewide
- 30 County Offices of Education, 13 Local Educational Agencies, and over 350 educators are directly engaged with the three grant projects
- The CCEE launched a [Learning Acceleration System Grant website](#)
- The CCEE convened quarterly professional learning network meetings for all grant partners

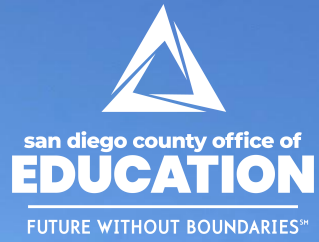
Where are we now?

- Evaluating impact of each grant funded project as well as collective impact through the external evaluation
- Analyzing effectiveness of professional learning design and structures developed this year
- Spreading awareness of professional learning opportunities through the Learning Acceleration System Grant

What's next?

- Planning for spread and scale with each project by building capacity at every level (e.g., county, district, school, classroom)
- Using data to inform future professional learning offerings (e.g., online courses, summits, CoPs)





Project CLEAR

June 15, 2023

Learning Acceleration System Grant

Project CLEAR Partners



LAKE COUNTY OFFICE OF EDUCATION

TO TEACH. TO SERVE. TO LEARN.

Project CLEAR Impact

Teacher Leader inaugural cohort completed Year One of training (3 educators across CA)

Teacher cohorts -

- LAUSD and Berkeley cohorts (11 in RR) completed year of training
- Statewide cohort completed first semester of training (12 in LL)

DLL

- DLL Teacher cohort - statewide (3 in DLL) completed training year
- DLL Bridging TL/T cohort this summer

Literacy Learning Series

Free 1-hour series of 3 sessions

- **Gathering Data during Focused Learning Groups**
- **Expanding English Vocabulary in Any Student Language**
- **Writing and Sketching in Response to Reading**

February & March

Student Introduction and Instructional Program



The teacher :

- Began course work in August
- Participated in 20 hours of professional learning about assessments and student selection
- Began working with the student in September
- Completed the intervention in February

The student received approximately 80 lessons totalling 40 hours of instruction (equivalent to one week of classroom instruction)

Needs Based Instruction

The teacher teaches the child about sounds in reading and writing:

- How to isolate and identify sounds in spoken words
- How to match sounds to letters
- How to form letters
- How letters work together to form words
- How to solve words in writing through
 - Sound analysis
 - Spelling patterns
 - Analogies
 - And more

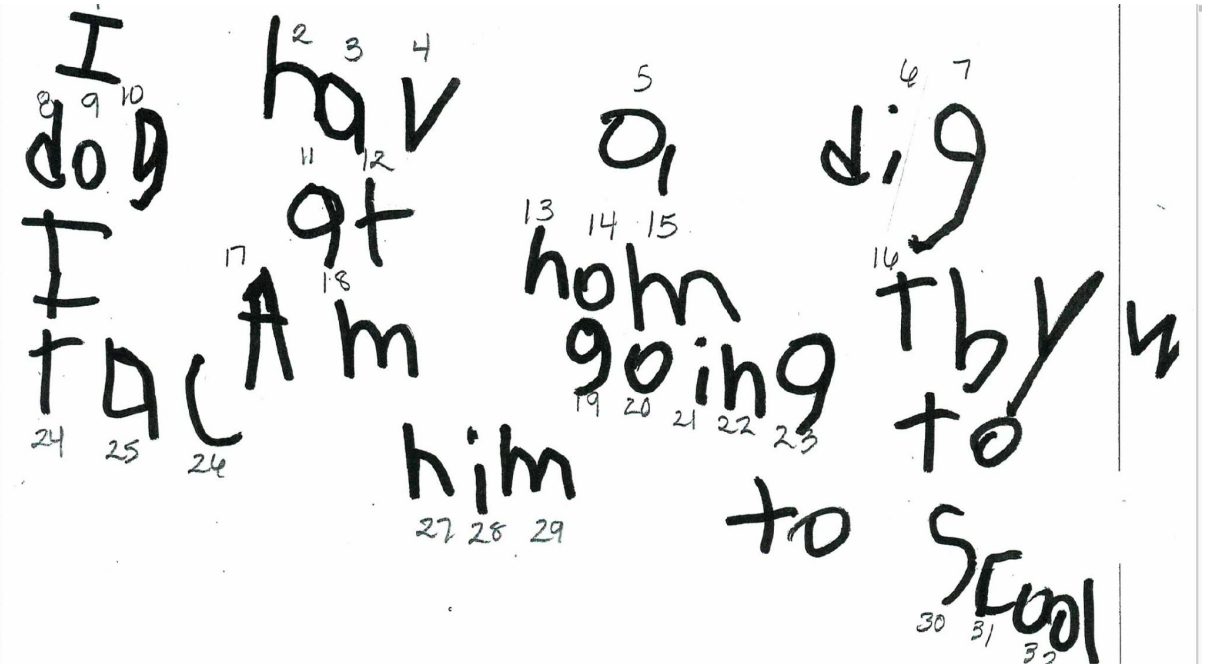


Pre and Post Assessment for Hearing and Recording Sounds in Words

Before



After



Pre-Intervention Timed Writing Vocabulary Assessment

Before

Student name

I A B S M O K I I I O I O

to hi is

After

Student Name

I Iuv to is
you get there
can am three
and we then
play they
it are
in fru me
hava ples Ples
the he
she

COMMENTS:

Yes no go going like like ing
see Seeing playing a at
cat coeing fat all call
red dog pig bat hne cuo bol Hwo
dot fon sat Look mit good mom

Text Reading Levels

Every day, I want to learn something I don't know.
-Albert Einstein

Before



Dad is swimming.

After

The boys walked slowly outside with the lemonade and glasses and put them carefully on the table.

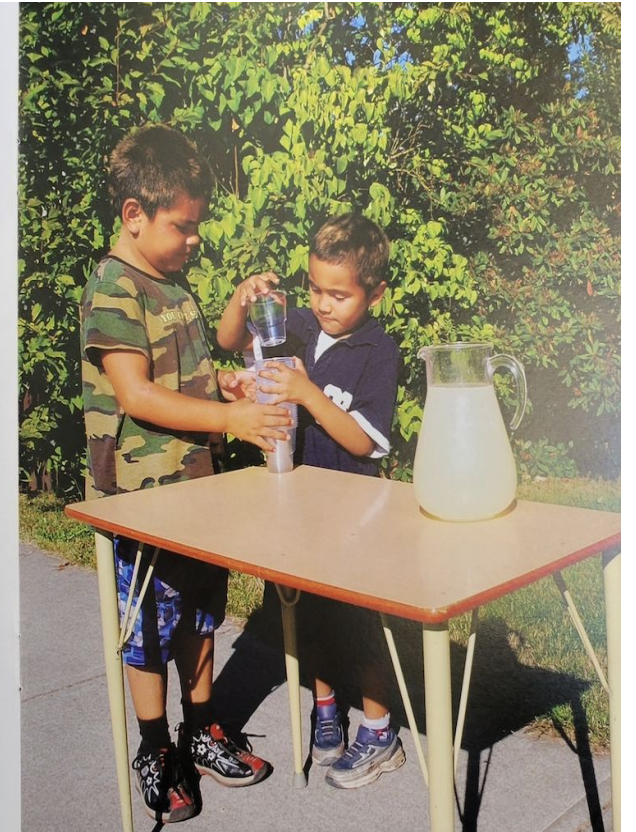
"I think we're ready," said Dorian.

Michael looked at the table.
"We just need a sign and a box for the money," he said.

Dorian raced inside to get a box and Michael made a sign.

"Now we're ready to sell lemonade!" said Dorian.

10





Questions?

Thank You

