Stanford Elementary School
Model Programs and Practices

School Information

CDS (County District School) Code: 30665226028765

County: Orange

District (Local Educational Agency): Garden Grove Unified

School: Stanford Elementary School

Demographics

Enrollment: 526 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Stanford Elementary School is rich with culture and consists of a diverse population of 526 students. Since its opening in 1955, Stanford has taken pride in being part of the surrounding community. The school culture is student-centered and teachers focus on the positive social-emotional development of our students, as well as their academic growth.

In 2016–17, 58% of Stanford students were Asian, 39% were Hispanic, and the other 3% of students were White, Pacific Islander, or Filipino. Stanford has a General Education Program, Resource Services Program (RSP), and Speech Program. There are currently 37 students who receive RSP and/or Speech services. Our English Learners comprise 46% of our student population. Of our 526 students, 69% are socio-economically disadvantaged.

School leadership is represented by a partnership between the principal, 22 fully credentialed teachers, 19 supportive classified staff, an involved student council of 24

fifth and sixth grade students, and an active PTA of approximately 15 members who volunteer 2–4 hours per week. Program decisions are collectively made by the Stanford Leadership Team, which is comprised of the principal and one teacher representative from each grade level, as well as a special education teacher representative.

Stanford School is a community comprised of our staff, our students, and our families. There is a strong spirit of collaboration and collegiality. All general education and special education teachers meet weekly with their grade level teams to discuss best practices that promote continuous improvement in their teaching. Administration and teachers review and analyze data to monitor student progress at an individual, grade level, and school wide level.

Our students collaborate daily with teachers as mentors. These relationships foster a safe and engaging learning community. Students work with teachers to receive support and enrichment through programs such as AVID Elementary, Academic Pentathlon, Response To Intervention, and Beginning Guitar. These learning opportunities enable students to build strong partnerships with their teachers.

All Stanford faculty takes great pride in working closely with families through consistent communication, soliciting parent input, welcoming volunteers, and through our various parent programs such as PTA, School Site Council, and English Learners Advisory Committee.

It is the mission of Stanford Elementary to ensure that every child meet their academic potential and develop essential personal skills through the implementation of a rigorous, engaging, and well-rounded educational program.

Model Program and Practices

Name of Model Program/Practice: Teacher Collaboration Fostering Critical Speaking and Listening Skills

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Professional Development

Target Population(s): Asian, Hispanic, White, Socioeconomically Disadvantaged, English Learners

Strategies Used: School Climate, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development

Description

Our Model Program, "Teacher Collaboration Fostering Critical Speaking and Listening Skills" supports teachers in strong instruction leading to increased student achievement. This model was developed after gathering input from staff discussions, analyzing

student needs, and understanding parent expectations. It was collectively decided among all stakeholders, that teachers would use their 30 minutes of structured collaboration time to focus on Speaking and Listening standards (SL). It was determined that our Instructional Leadership Team (ILT), would focus on SL standards, as well.

In order to be effective with regard to the SL standards, teachers emphasized the lesson planning process: Teaching the lesson, evaluating what worked and what did not work, and reflection. Lesson planning involved grade level teachers sitting down and creating a collaboratively designed lesson that would meet the determined need with overlying speaking and listening opportunities. Grade level teams designed the entire lesson together with agreed upon objectives, instruction, student outcomes, and assessment while being mindful of vertical concept/skill progression.

During this planning time, teachers reviewed core curriculum materials and supplemental resources that would best suit lesson objectives and state standards. Upon this review, teachers identified purposeful stopping points in their lessons to elicit class discussion. A purposeful stopping point is defined as something that fosters metacognition in our students, allows the teacher to check for understanding, and/or clarify ideas the student may or may not understand. Essential to each lesson is the planning of interactive structures that will facilitate quality discourse among students. Interactive structures are strategies teachers used to engage all students, deepen their understanding, promotes inclusion, and leads to purposeful discussion with peers.

After the lesson was designed, teachers presented the lesson to their students. Teachers were given the freedom to vary parts of the lesson to suit their students, classroom management, and communication styles. These small variances often result in enriched discussion and reflection. Fundamental to the success of the process is the teacher noting key learning discovered during the course of the lesson, what lesson alterations occurred, and the collection of student work samples for analysis. The final step in the process is the reflection and analysis. During this step, individual teachers shared insights into the lesson, discussed best practices, and evaluated results. Lesson notes and materials were digitally archived for future reference. At the conclusion, teachers determined if lesson refinement was needed or mastery was achieved.

This was a recursive process that was fluid and part of Stanford's professional culture. Our Collaboration Process has supported enriched learning with regard to the SL standards.

Implementation and Monitoring

To effectively implement the Teacher Collaboration Fostering Critical Speaking and Listening Skills Model, we established dedicated time, dedicated staff, and agreed upon routines. To monitor our implementation, teachers provided feedback regarding our model's effectiveness. We also communicated with our parent community about our model practice.

To begin, we established that thirty-minutes of dedicated time out of each grade level collaboration meeting would focus on lesson planning, with an emphasis on Speaking and Listening. Additional meeting time was planned to review progress across the grade levels.

The dedicated staff implementing the model included all grade level teams and an established Instructional Leadership Team (ILT), which consisted of the principal, Teacher On Special Assignment (TOSA), and a teacher representative from each grade. ILT functions in tandem with our Collaboration Model to facilitate communication across grade levels and maintain a cohesive school wide focus.

Our routine for implementation began with identifying a school wide need, which in our case was Speaking and Listening Skills. During weekly collaboration, teachers identified the connection of the school-wide need with the standards; then engaged in focused lesson planning, as previously stated. To ensure the cohesiveness of the grade level collaboration meetings, ILT members attended monthly school site meetings.

Monitoring our Collaboration Model took many forms. During monthly meetings, members shared and reflected on the model within their grade level. Using a school wide grid template, teachers were able to view highlights, post Collaboration Process status, note concerns, and pose questions. We used these meetings to analyze student work, develop rubrics to monitor student progress, and look vertically at standards. Student work enabled teachers to effectively verify and monitor the success or challenges of each lesson and also determine future instructional needs. In addition, teachers participated in shared lessons whereby they could partially teach a lesson and then observe a portion of the lesson. These co-teach lessons resulted in teachers sharing instructional feedback with one another regarding effective practices and observed student progress specific to speaking and listening standards.

An important part of our implementation was to ensure that our parents were familiar with the new state standards, collaboration model, and focus area of SL standards. Parent conferences, PTA, School Site Council, ELAC, and Pastries the Principal meetings, were utilized to share and discuss these items. Parents were taught how to pose questions to their children regarding their learning.

Additionally, the principal continuously sought input from all stakeholders through surveys, grade level team meetings, staff meetings, and parent meetings regarding the effectiveness of the Collaboration Model and impact on student achievement.

Results and Outcomes

When analyzing the results and outcomes of our model program, we looked at quantitative and qualitative data. Summative assessments such as the California English Language Proficiency Test (CELDT), and the Smarter Balanced Assessment Consortium (SBAC) were used as measures to analyze student outcomes. Over the last three years, Stanford has exhibited significant growth on the SBAC with an overall gain of 14% in ELA and 8% in Math. Our SBAC scores for 2017 show 67% of students are

meeting or exceeding standards in ELA, showing a 14% growth since 2015. In Math, 57% of students are meeting or exceeding standards, showing a growth of 8% since 2015. Stanford has continued to outperform similar schools, the GGUSD average, and even the county.

We utilized teacher created assessments such as Constructed Responses, which were based on student discussion, both whole class and small group. Using a common rubric, we measured student proficiency in academic discourse across the curriculum. Ongoing monitoring was accessible through our data program, Illuminate, which provided multiple quantitative performance results to review, analyze, and plan future steps for continued student achievement. We attribute more effective lesson planning with a focus on speaking and listening standards as a factor to the growth that was demonstrated across the curriculum.

In addition to quantitative data, many qualitative measures were observed. Parallel to the improvement in performance assessments was the growth in personal skills and social-emotional well-being of our students. By reinforcing the importance of speaking and listening skills, students were assured that their voice was being heard. This sense of being an active part of a collective effort eliminated isolation and fostered inclusion. Students gained confidence through their contributions during interactive structures, table talks, or whole group discussions. Students improved in their proficiency to build on conversations demonstrating the ability to not only speak, but listen.

Stanford's Collaboration Model will continue to provide necessary structure to navigate through the ongoing changes in the educational landscape. Our purposeful collaboration exposes Stanford teachers to effective practices, which will continue to improve student outcomes. The students' articulation of their understandings will greatly attribute to their lifelong success in the classroom and beyond. Ultimately, our model practice will help us close the achievement gap among students, as well as improve the effectiveness of teachers.