

EL Collaborative Site Visits- Tuesday, March 15th

Google Doc: bit.ly/315group

Group #	Focus	Host	Visitors
1	D- ELD - Elementary classroom switch	Kathy Harris Jack London Elementary, Piner-Olivet	Robyn Gibbs, Barbara Ganter, Brandy Fischer, Pam Turner
2	D-ELD- Elementary pull out	Jayni Smith Brookside Elementary K-2, Wilitis Unified	Lillian McFarland, Heather Marin, John Haschak
3	D- ELD- Elementary Pull out	Kerri Baetky Bacich Elementary, Kentfield School District	Karin Beddow, Toni Beal, Holly McCarthy
4	D-ELD- Elementary Pull out	Kathy Duran Waugh School District	Teresita Landin, Jessica Romero, Elisa (no last name, from OAUSD), Denise Tremari
5	D- ELD- Elementary Pull out	Sarah Balian JX Wilson, Wright School District	Kathleen Lawrence, Jannet Vigil, Leslie Clark, Eileen Pharo, Susan Foshay
6	D-ELD - secondary	Carolyn Carregui Calistoga Junior/Senior High School	Elizabeth Mota, Kylee Cecchini Haynes , Sharen Bertrando, Diana Whitney
7	D- ELD Secondary	Christina Grace Rancho Cotate High School, Cotati Rohnert Park Unified School District	Aracely Romo- Flores, Lynn Pardo, Nancy Runberg, JoAnn Fairall, Stefani Ewing, Kris Menlove, Kelli Wong
8	Integrated ELD Elementary	Korina Campos (Rochelle Anderson) RL Stevens, Wright School District	Jennifer Martinez, Betha MacClain, Leilani Solheim, Bibiana Drury, Nancy Saylor
9	D-Elementary small group in class	Gina Silveria Schaefer Elementary, Piner-Olivet Unified School District	Melinda Parducci, Rachel Valenzuela, Dara Brown,
10	Integrated ELD Secondary	Tatiana Harrison Juvenile Hall/ Probation Camp, SCOE	Jamie Worthington, Trish Silva-Brown, Kim Kern, Benjamin Hewitt
11	Instruction of ELs- Preschool	NO HOST - possible conversation?	Susan Langer and Brulene Zanutto
12	Data Conversation with EL teacher, admin, etc.	Nancy Saylor Oak Grove Elementary, Oak Grove Unified	Kelly Mace, Melissa Diaz

Guidelines for the Observation

- 1. Respect the classroom atmosphere.**
Silence phones, refrain from side conversations.
- 2. Do not help students** or otherwise interfere with the natural flow of the lesson.
- 3.★ Collect data that** focuses only on student actions and behaviors that are related to the research question.
- 4. Focus on the same student** (or pair of students) over the entire lesson.
- 5. After the lesson is over** you may ask clarifying questions to the students.

Our Group's Research Question:

The Debrief Protocol

1. If the teacher is there, let them talk first and share their thoughts on the lesson.
2. If the teacher is not there, group members take a few minutes to quietly review their notes
3. Team members take turns sharing what they saw. No opinions or judgments, just the facts. (see sentence starters below)
4. Team members share evidence that specifically focus in on the research questions. (see sentence starters below)
5. The facilitator asks questions and helps the group to make sense, reach a successful decision, solution, or conclusion.
6. Team members take a few quiet minutes to address the following questions and then share with the group:
 - What did you learn today?
 - How is that going to impact your practice?
 - What are you left wondering?

Helpful Debrief Sentence Starters

- I saw...
- I heard...
- I would like to make a claim that ____. My evidence to support that is ____.

Useful Questions and Statements For Facilitators

- Can you tell us more about that?
- What makes you say that?
- Why do you feel that way?
- What I think I hear the group saying is....Do you agree? Disagree?
- Does anyone want to add....