“Mindset (is) ... about seeing things in a new way. When people... change to a growth mindset... Their commitment is to growth, and growth takes plenty of time, effort, and mutual support.”

*Carol Dweck, Mindset: The New Psychology of Success*
GOALS
WE HAVE TWO TYPES OF GOALS: ONE OUTCOME GOAL THAT WE AIM TO ACCOMPLISH BY THE END OF THE ACADEMIC YEAR, AND TWO PROCESS GOALS THAT WE ENGAGE IN EVERY DAY TO REACH THAT OUTCOME.

Goal 1 - Outcome
Valley students will show double the growth that is typical in a single year from their initial Measure of Academic Progress (MAP) scores in their year-end MAP scores.

Goal 2 - Process
We will provide supported opportunities to read, write, listen and speak for every student in every period, every day.
- Academic Language Production: provide opportunities for students to speak in complete sentences using academic content related vocabulary
- Context: address concepts in context through a variety of examples
- Comprehension: engage students in interactive supported reading opportunities to deepen and demonstrate their understanding

Goal 3 - Process
All Valley teachers will actively participate a cycle of instructional inquiry through lesson study.

Basic Belief
It is our basic belief that to improve their literacy skills, every student needs to read, write, listen and speak in every period, every day. We also know that because our students are significantly behind in their literacy abilities, they need consistent, strategic support to improve those skills.

We provide supported opportunities to read, write, listen and speak to every student, in every period, every day.

Support and Evaluation
We expect to see students’ reading abilities increase as measured by the MAP by increasing academic language production, improving comprehension and understanding context through:
- thoughtful lesson design
- willingness to try new strategies and refine instructional practices
- daily literacy instruction, support and practice in every period
- participation in schoolwide initiatives to promote reading outside of class (using resources such as Accelerated Reader®, Newsela®, and Open eBooks)
Success will be measured by comparing a student’s year-end MAP score with his/her own previous scores.
**Valley High School Literacy**

**WHAT IT LOOKS LIKE**

**WHAT DO WE MEAN WHEN WE SAY WE PROVIDED SUPPORTED READING, WRITING, LISTENING AND SPEAKING FOR EVERY STUDENT, EVERY DAY? WHAT DOES IT LOOK LIKE?**

<table>
<thead>
<tr>
<th><strong>Supported READING</strong></th>
<th><strong>EVERY STUDENT</strong></th>
<th><strong>EVERY PERIOD</strong></th>
<th><strong>EVERY DAY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We SAY</strong></td>
<td>Valley provides</td>
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<tr>
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<td>opportunities for every student, in every period, every day.</td>
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<td>appropriate scaffolds that allow all students to access complex text.</td>
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<td></td>
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<tr>
<td><strong>We SEE</strong></td>
<td>Teachers plan breaks in verbal lesson delivery which allows students time to process what they heard and allows teachers to assess understanding.</td>
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<td><strong>We SEE</strong></td>
<td>Teachers analyze the language demands of tasks and prepare scaffolds that allow all students to express their ideas clearly.</td>
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<td>Teachers plan structured, accountable talk routines and prepare resources and opportunities for students to speak using context-appropriate language.</td>
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</table>

|                      | Students accessing academic language frames to confidently speak with domain-specific academic and professional language. |                  |              |
WHAT IT LOOKS LIKE IN YOUR CLASSROOM
WORK WITH YOUR DEPARTMENT TO IDENTIFY EXAMPLES FOR YOUR SPECIFIC CONTEXT.

**Supported READING**

We SAY
Valley provides SUPPORTED READING opportunities for every student, in every period, every day.

We MEAN
Teachers prepare appropriate scaffolds that allow all students to access complex text.

We SEE

**Supported LISTENING**

We SAY
Valley provides SUPPORTED LISTENING opportunities for every student, in every period, every day.

We MEAN
Teachers plan breaks in verbal lesson delivery which allows students time to process what they heard and allows teachers to assess understanding.

We SEE

**Supported WRITING**

We SAY
Valley provides SUPPORTED WRITING opportunities for every student, in every period, every day.

We MEAN
Teachers analyze the language demands of tasks and prepare scaffolds that allow all students to express their ideas clearly.

We SEE

**Supported SPEAKING**

We SAY
Valley provides SUPPORTED SPEAKING opportunities for every student, in every period, every day.

We MEAN
Teachers plan structured, accountable talk routines and prepare resources and opportunities for students to speak using context-appropriate language.

We SEE
GAME PLAN
WE ARE ALL ON THE TEAM.
WE ALL HAVE A PART TO PLAY.

RESPONSIBILITIES

All Staff
1. Participate in lesson study
2. Collaboratively examine assessment results and student experiences to inform instruction
3. Develop and support schoolwide practices to increase student learning and language development
4. Work in departments and PLCs to practice literacy-building instructional strategies
5. Expand the effective use of technology to meet student learning needs
6. Promote reading outside of class using resources such as Accelerated Reader®, Newsela® and Open eBooks

Instructional Coaches
1. Coaches support teachers’ implementation of literacy-building instructional strategies broadly
   a. Support reflective practices
   b. Provide one-to-one coaching
   c. Organize professional development
   d. Facilitate and support lesson study
2. Data coach helps teachers access and use assessment data to drive instruction
3. Technology coach helps teachers effectively incorporate technology in their instruction

COACHING CYCLE

Instructional Coaching
- At Valley, coaching is conducted by teachers.
- It is a flexible and individual process driven by teachers to meet students’ needs.
- Coaches can work with individual teachers, teams of teachers or entire departments.

Game Plan

Coaching Cycle

• Lesson Study
• Co-Plan
• Co-Teach
• PD
• Professional Library
• Strategy Share
• Structured Coaching

Evaluate progress toward goal completion

Goal Not Met

Re-evaluate method or resource to meet the goal.

Goal Met

We’ve improved student learning!

Re-evaluate student needs and set a new goal.

Teachers & Coaches identify a student need and establish a goal

Teacher contacts Coach

Teacher Team contacts Coach

Department contacts Coach

Valley High School FALCON FACULTY
WE ARE LIFELONG LEARNERS

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SCHOOL WIDE EFFORTS AND SUPPORT

Lesson Study
- Ongoing, in-context, collaborative professional learning
- See pages 28-29 for details

Ongoing professional development
- Workshops organized by the Instructional Coaching Team

Room 2-3
- This room houses our professional library, hosts after school professional learning sessions and serves as a shared office for our coaches.
- Topics of resources in our professional library include classroom management, poverty and learning, student collaboration, effective academy schools, and many more. Come check them out!

Newsela
- Newsela PRO is a service that edits news articles and historical primary documents to five reading levels with a quiz and a writing prompt for each one.
- Valley has paid for a PRO subscription through the ’18-’19 school year
- See Teresa Cavazos or Rebecca Sackett for support.
- newsela.com

StoryCorps
- This non-profit collects and archives the stories of everyday Americans. Use this tool to give your students opportunities to listen or to conduct interviews themselves.
- See Teresa Cavazos or Rebecca Sackett for support.
- storycorps.org

Accelerated Reader
- AR allows students and teachers to monitor reading practice by providing quizzes for thousands of texts.
- See Cynthia Case or Ngoc Tran for support in using this tool with your students.

Open eBooks
- This initiative makes thousands of full texts available for our students to read for free.
- See Clay Frenz to get access for your students.
- openebooks.net

Mathematical Problem Solving Routine
- Valley teachers have established a routine for students to use when confronted with a mathematical problem. See Teresa Cavazos.

AVID strategies
- We have a shared folder of AVID resources. Use this web address to access it: http://tinyurl.com/qp91cu5
- See Michael Collins and the AVID site team for support

50 Instructional Routines to Develop Content Literacy
by Douglas Fisher, William G. Brozo, Nancy Frey and Gay Ivey
- Reference this book for strategies to support literacy development in all content areas
- Every teacher should have a copy. If you need one, come to 2-3.
- See any instructional coach for support.

Teach, Reflect, Learn
by Pete Hall and Alisa Simeral
- Guide for cultivating life-long professional growth
- Clear tasks and challenges matched to your practice
- See the Reflective Cycle graphic to the right for a professional growth prompt.
**COACHES**

WE HAVE DIFFERENT TYPES OF INSTRUCTIONAL COACHES AT VALLEY.

**Coaches**

We have two full-time coaches available to work with teachers from 7AM-4PM daily and five coaches who split their time between teaching and coaching. Instructional coaches work with teachers across content areas to improve student literacy and thereby increase student access to the curriculum. Our ELD Coordinator/TOSA also serves as an instructional coach. Our coaches provide individual and group instructional coaching to help teachers meet their growth goals and students’ needs. One full-time coach serves as a member of the Instructional Leadership Team (ILT) to ensure that literacy development is considered in all instructional efforts.

**Data Coach**

Our data coach helps teachers learn to access and interpret formative and summative data to inform instruction.

The data coach also prepares reports and data analysis for the ILT.

**Technology Coach**

Our technology coach supports teachers by providing assistance in implementing effective instructional technologies in the classroom and by compiling, creating, and sharing resources related to instructional technology.

The technology coach also keeps the staff, students and community connected by serving as our school webmaster.

**Instructional Coaching Team**

All of the coaches form the Instructional Coaching Team. The team meets weekly to engage in professional learning, collaborate to solve problems and coordinate to meet teachers’ growth needs. Every teacher on campus has a point person on the Instructional Coaching Team.
DISTRIBUTED LEADERSHIP

“A LEADER IS SOMEONE WILLING TO GIVE HIS STRENGTH TO OTHERS THAT THEY MAY HAVE THE STRENGTH TO STAND ON THEIR OWN.”

BETH REVIS, ACROSS THE UNIVERSE

“In the distributed leadership model, the principal shares authority and power; teachers take leading roles, assume responsibility, and act independently as individuals or groups.”

Eleni Natsiopoulou and Vicky Giouroukakis
http://tinyurl.com/jas9auh

Valley’s Instructional Coaching Team is part of a larger system of schoolwide distributed leadership.

This system is designed to decentralize authority. When implemented successfully, the system will create a more stable environment for our school community.

An important element of the distributed leadership model is an emphasis on “building capacity” or investing in staff members in all roles so they are prepared to lead and serve the school without leaving their positions to join formal school administrative teams. The following pages identify leaders on our campus who are serving Valley from their classrooms/offices.

If you haven’t already, please consider becoming part of Valley’s leadership by joining a team or committee. Reach out to any of the leaders listed to find out how you can be part of Valley’s Distributed Leadership.

VALLEY HIGH SCHOOL

Distribute Leadership

“A LEADER IS SOMEONE WILLING TO GIVE HIS STRENGTH TO OTHERS THAT THEY MAY HAVE THE STRENGTH TO STAND ON THEIR OWN.”

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TRAINED FACULTY LEADERS

Linh Woo
Valley Values Lead

Mayra Sanchez
COST Coordinator
(Chess Team)

Benjamin Vazquez
Restorative Practices Lead

Reuben Garcia
Thinking Maps Trainer

Maleah Dhenin
8th-9th Grade Articulation Lead

Michael Moss
8th-9th Grade Articulation Lead

Jim Fitch
Trained Instructional Coach

Darren Shimasaki
Trained Instructional Coach

ACADEMY TEACHING TEAMS

Health & Automotive
9th Grade
David Bishop
Heather Dunsterville
Susan Lee
Alex Parra

Robert Gabaldon
Nancy Leung
Erik Madrigal
Joanna Santiago

Health & Automotive
10th Grade
Helen Fe
Saul Garcia
Nancy Leung
Erik Madrigal
Joanna Santiago

Culinary, Engineering,
& New Media
10th Grade
Rachel Caddy
Cynthia Case
Robert Gabaldon
Jose Garcia
Tiffany Heremans
Yuri Lara
Jacob Larsen
Veronica Lopez
Karma Morales
Minh Vu

Culinary & Engineering
9th Grade
Karen Duong
Victor Jovel
Julie Siatti

New Media & Global Business
9th Grade
Maleah Dhenin
Richard Oberreuter
Jennifer Su

Global Business
10th-12th Grades
Mark Bartholio (Coordinator)
Dominic Crewe
Albert Madrid
Ricardo Manrique
Heather Risk
Benjamin Vazquez

Welcome
All Grades
Daisy Contreras
Darlene Dzul-Raason
Kathy Lopez
Karma Morales
Yuri Lara
Mayra Sanchez
Vanessa Rurban
Rob Walsh

Anteater
All Grades
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Olivier Cazalis
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Jim Fitch
Reuben Garcia
Rachel Guilley
Robin Hollenbeck

Carlos Mejia
Program Coordinator, HSI

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Valley Playbook 2.0 | 16

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Olivier Cazalis
Andrew Banderas
Matthew Conover
Jim Fitch
Reuben Garcia
Rachel Guilley
Robin Hollenbeck
LEADERSHIP TEAMS AND COMMITTEES

Academy Design Team
Mark Bartholo
Matt Conover
Theron Cozgrove (Consultant)
Jessica Conley
Teresa Cavazos
Jim Fitch
Jose Garcia
Gloria Garcia-Ortiz
Shaylin Johnson
Carlos Mejia
Michael Moss
Jack Oakes (HIS)
Dave Richey
Anissa Sequeida
Michelle Swanson (Consultant)
Ngoc Tran
Ben Vazquez

Athletic Coaches
Terry Obabona (Director)
Jeni Borrell
Paul Castaneda
Matt Conover
Tara Cozern
David Fausto
Rachel Guilkney
Yolanya Martinez
Larry Mohr
Aimee Moore
Matt Morris
Brenda Ortiz
Jose Sanchez
Peter Sophambouy
Ginelda Sosa
Erik Terwilliger

AVID Site Team
Michael Collins (Coordinator)
Andrew Banderas
Mark Bartholo
Rachel Caddy
Teresa Cavazos
Damiun Cardano
Matt Conover
Daisy Contreas
Tara Cozern
Maleah Dhenin
Hector Gamboa
Laura Gomez-Pedroza
Kathy Lopez
Matt Morris
David Richey
Heather Risk
Leslie Rodriguez
Ortencia Selli
Erik Terwilliger
Brenda Torres

Instructional Leadership Team
Michael Collins (Chair)
Ian Lutack (Vice Chair)
Jeff Rozema (Secretary)
Michael Berger
Damiun Cardano
Robert Gabaldon
Reuben Garcia
Kathi Hagan
Rigo Maldonado
Ana Landman
Ian Lutack
Carlos Mejia
Sandra Perez
David Richey
Rebecca Sackett
Anissa Sequeida
Teresa Soll
Ben Vazquez

Master Schedule Team
Oliver Cazalis
Matt Conover
Damiun Cardano
Maleah Dhenin
Aimee DiLullo
Leslie Rodriguez
Jim Fitch
Gloria Garcia-Ortiz
Albert Madrid
Matt Morris
Alex Padilla
Sandra Perez
David Richay
Alfredo Torres
Javier Valdez
Rob Walbars
Linh Woe

Student Leadership Team
Rachel Caddy (PAL, Link Crew)
Rachel Guilkney (ASB)
Jordan Chavez
Veronica Lopez
Marianne Escalera
Monique Pena
Jeff Rozema
Maribel Sanchez

Valley Values Committee
Linh Woe (Chair)
Andrew Banderas
Jose Garcia
Carmen Gehman (Consultant)
Susan Lee
Kathi Hagan
Erika Humphreys
Joanna Jaime
David Richay
Rebecca Sackett
Vanessa Sanchez
Daren Shimasaki
Annie Tran

Coordination of Services Team (COST)
Aimee DiLullo
Gloria Garcia-Ortiz
Maria Gonzalez
Melisa Lozano
Alex Padilla
Sandra Perez
David Richay
Tajara Ross
Jeff Rozema
Ortencia Selli
Anissa Sequeida
Kenneth Stancil
Alfredo Torres
Javier Valdez
Tina VanderWende

Innovative Teaching and Technology (ITT) Team
Ian Lutack (Lead)
Oliver Cazalis
Heather Dunsterville
Hector Gamboa
Jose Garcia
Reuben Garcia
Joaquin Hernandez
Kathy Lopez
Luis Prado
Anissa Sequeida
Julie Svat
Ngoc Tran

School Site Council
Rebecca Sackett (Chair)
Gonzalo Villalobos (Vice Chair)
Rachel Caddy (Secretary)
Monica Apolonio
Delia Enriquez
Kathi Hagan
Gina Humphreys
Joanna Jaime
David Richay
Rebecca Sackett
Vanessa Sanchez
Dareen Shimasaki
Annie Tran

AVID Site Coordinators and Teams
Michael Collins (Coordinator)
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Rachel Caddy
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Matt Morris
Alex Padilla
Sandra Perez
David Richay
Alfredo Torres
Javier Valdez
Rob Walbars
Linh Woe

WASC Leadership
Oliver Cazalis (Co-Chair)
Maleah Dhenin (Co-Chair)
Teresa Cavazos
Ian Lutack
Rebecca Sackett
Ngoc Tran
Rob Walbars
Close Reading

“Proponents of close reading argue that readers must understand the text and what the author is saying before they can have a meaningful transaction with the text,” page 15, 50 Instructional Routines.

Close reading is a strategy that requires students to examine a piece of writing many times and with different purposes to understand and evaluate it closely. The practice includes: reading and re-reading, annotating, summarizing, explaining and determining significance. It’s a during reading strategy that focuses on comprehension.

For additional resources for effective implementation, see the protocol at the website below.
http://tinyurl.com/o7c42qu

Socratic Seminar

“Socratic seminar is an extended discussion centered on a complex text. It is named after ancient Greek philosopher Socrates, who espoused dialog as the path to solving complex issues with opposing viewpoints,” page 98, 50 Instructional Routines.

This is an “after reading” strategy focused on enhancing comprehension and oral language.

As with all instructional strategies, the success of this routine will greatly depend on the structure and systems teachers provide students before introducing a new activity. This is especially true when facilitating a Socratic seminar. Students need to feel safe sharing their thoughts and opinions. They need to know the norms for expressing their understanding and potential disagreement.
HIGH LEVERAGE STRATEGIES

John Hattie’s review of 70,000 studies and 300 million students reveals that there are specific practices we can employ to help our students make huge strides in a single year. His meta-analyses quantify the effect size of different instructional practices or strategies to determine which had the largest effect on student learning. The results confirm the importance of skilled teachers and our ability to select the most appropriate strategy for our specific student group.

The “barometer of influence” below demonstrates the range of effect sizes and what they mean. An effect size of .3 for example falls in the range of the amount of growth a student would achieve with the support of a good teacher. The exciting part of this research is the confirmation that it is possible for students to achieve more than a typical year’s worth of growth in a single school year. We know that, on average, our students are behind in their reading and writing abilities (see page 3). This means we need to devote our time and energy to employ teaching practices that yield higher than usual results in student learning.

The effect sizes for our Valley “power plays” are listed below.

- Read, Write, Pair, Share: 0.42
- Close Reading: 0.63-0.67
- Socratic Seminar: 0.85

STRATEGIC SUPPORTS

THESE STRATEGIES FOCUS ON SUPPORTING THE SPECIFIC ASPECTS OF OUR MANTRA. FOLLOW THE LINKS TO LEARN MORE.

You might be confident in your ability to support reading in class, but are at a loss for what supported listening looks like, etc. These strategies support different areas of comprehensive literacy. If the strategies listed just don’t feel natural for you, schedule time with an instructional coach. We’ll access the resources in our professional library and we’ll work on it together.

Supported Reading

When planning to support reading, there are three phases of the activity to consider: before, during and after. The strategies, graphics on the first page and every chapter page of 50 Instructional Routines to Develop Content Literacy (50 Instructional Routines) designate which phase of the process the routine supports.

Next time you’re planning your lessons, be mindful to support students before they read, while they read and after they read. This consistent support is necessary to teach our students the skills and practices they need to adopt to become successful, independent academic readers.

CHUNKING means being very thoughtful and selective about what you require students to read. Chunking reduces the cognitive load so students can focus on comprehension and evaluation. This practice also lowers the affective filter which makes the academic environment less threatening or anxiety producing.

http://tinyurl.com/qbz8a6q

Before Reading
THINK ALOUD
“One way for teachers to make the reading process more observable to students is through thinking aloud as they read to students,” page 121.
50 Instructional Routines.
http://tinyurl.com/aluc8c8

ADJUNCT DISPLAYS are the pictures, graphs, maps, etc. that are included with text. Previewing these resources with students helps activate prior knowledge and prepare them to read with comprehension.
See page 3 in 50 Instructional Routines.

During Reading
ANNOTATION
“The practice of annotating a text, or ‘reading with a pencil,’ is done to deepen the comprehension of a reading. It involves more than simply highlighting or underlining,” page 9.
50 Instructional Routines.
http://tinyurl.com/8k289z

RECIPROCAL TEACHING “provides students opportunities to practice cognitive strategies—summarization, questioning, clarifying, and prediction—to understand the text,” page 83.
50 Instructional Routines.

After Reading
WRITING FRAMES/Templates
“Writing frames are particularly helpful for English language learners because they serve as models of good writing—modeling being one of the most important scaffolds we can provide students as they learn English,” page 146.
50 Instructional Routines.
http://tinyurl.com/pt2anga

Supported Writing
PREWRITING SUPPORT WITH GRAPHIC ORGANIZERS (Thinking Maps) help students organize their thoughts and make connections before they write.
http://tinyurl.com/86nkyrl

ACADEMIC LANGUAGE FRAMES help students frame their learning in academic terms. They allow students to communicate academically while their general language skills are still developing.
See pages 26-32 of this Playbook.
http://tinyurl.com/p22anga

Supported Listening
FREQUENT CHECKS FOR UNDERSTANDING allow students a break from listening and increases their understanding/retention.
http://tinyurl.com/mv3vfwx
http://tinyurl.com/ogaleaa

NON-VERBAL NORMS help students struggling with literacy acquisition to focus their listening and learn the skills they need to master receptive academic oral language.
http://tinyurl.com/p7wtea7k

Supported Speaking
THINK/WRITE TIME before requiring students to speak is another important way to lower the affective filter in your classroom.
http://tinyurl.com/nguyvpb

ACADEMIC ORAL LANGUAGE FRAMES model how we speak in academic settings and help students “try on the language” as they make it their own.
See pages 26-32 of this Playbook.
USING TECHNOLOGY TO ENHANCE INSTRUCTION

"Using technology" can mean different things to different people. This is what it means to us:

WE ARE CONNECTED

We communicate and collaborate.

We communicate and share with students and staff through online platforms such as G Suite for Education (including Google Classroom, Google Docs, Slides, Sheets, etc.), Canvas, Twitter, YouTube, Remind, Facebook, email, and online calendars. We regularly collaborate with our colleagues to learn about and try new resources.

We prepare our students to participate.

We help our students understand the importance of cyber safety and digital citizenship to prepare them for the 21st century global society.

WE ARE LIFELO ng LEARNERS

We keep pace with changing technology.

We keep up with the technology that our students have access to for the purpose of improving learning. We are always open to learning about new resources and skills.

We reflect and refine.

We use the SAMR model (see right) to help reflect on and refine our use of technology.

WE ARE STRONG

We focus on student learning.

We always keep student learning at the forefront of our practice and select the resources that will best support that in both appropriateness and relevance.

We cultivate a growth mindset.

We are not afraid to try something new and always learn from our less successful experiences.

USING DATA TO INFORM INSTRUCTION

"Using data" can mean different things to different people. This is what it means to us:

WE ARE CONNECTED

We know our students.

We access background information about our students at the beginning of the year and use it for seating, differentiation, etc. We monitor our students throughout the year and adjust our instruction based on student progress.

We are collaborative.

As colleagues, we have conversations about MAP goals, analyze our SBAC results, etc. We also engage students in discussions of their assessment results so they understand that we care about their educational progress and they are empowered to advocate for themselves and make informed choices about their class selection and study habits. We know feedback is important for students to learn and grow.

WE ARE LIFELO ng LEARNERS

We are a professional learning community.

We are reflective about our teaching and always seek best practices. We use MAP growth reports and student achievement to guide us. We seek out and participate in professional learning opportunities (workshops, webinars, etc.) to enhance our students’ learning. We believe we can each teach and learn from one another.

WE ARE STRONG

We are constructive.

We focus on support and growth in ourselves, our students and our colleagues. Our conversations are positive and supportive.

We support our students and differentiate instruction.

We use data to understand our students’ areas of proficiency and need. We prepare lessons with scaffolded access points and support so every student is able to learn.
Lesson Study is an active, collaborative, sustainable professional learning routine that validates every teacher as an expert. It is also founded on the principle that we can all continue to learn and grow no matter how long we've been in the classroom. (We are Lifelong Learners!) It was developed in Japan and is a cornerstone practice in that country's schools. See the videos linked below for an introduction.

http://tinyurl.com/jaqt2lx
https://youtu.be/Vv0HJ-ftOAu

WE USE THE LESSON STUDY PROCESS AT VALLEY BECAUSE:
• It’s teacher-driven, teacher-led and classroom-based.
• It’s collaborative, comprehensive and ongoing.
• It’s focused on student outcomes.
• The lesson study procedure works with all content areas, can be done in both course-alike and interdisciplinary teaching teams and is well-suited to our academy teams.
• It’s in-context, self-determined professional learning focused on working with our students in our environment (resources, etc.).
• It’s sustainable! This is something we can do without extra grant funds.

The process is valuable because it focuses on what we do every day. The lesson studied should be part of your regular curriculum. The point is to enhance and refine what we do regularly, not to create a once-a-year super lesson.

LESSON STUDY

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One important way to support students’ academic language development is to explicitly teach the different functions of academic language, how to identify them and what language to use when engaging in those functions. Different writers and researchers identify different language functions. We are using the following six:

1. Cause and Effect
2. Proposition and Support, Problem/Solution
3. Elaboration/Description
4. Compare and Contrast
5. Sequence
6. Summarize

The next six pages provide an overview of each of the language functions. These pages were designed for student use. If you would like posters or digital copies, use the QR code below or contact Rebecca Sackett.

### Cause and Effect

When you want to:
- Explain the cause of an outcome
- Express why something occurred

**Use a:** Multi-Flow Map

**Look for/use these words:**

- Intermediate
  - Early Advanced
    - Advanced

**Write sentences like these:**

- She was _____ because she didn’t _____.
- If it _________, then we will ________.
- He believed ________ since ________.
- When __________ is added, _________ dissolves.

- It was discovered that _______. Consequently ________.
- If ______ results in _____, it follows that ________.
- ____ has been caused by ____, thus ____.

- Even if _____, we would need to ______.
- There have been _____ _____ and ____. This leads me to believe that ________.
- ____ has/have caused _____. Which, in turn, leads me to believe that ________.
When you want to:
- Defend an opinion
- Explain reasoning
- Justify a position

**Use a:**

**Multi-Flow Map**

Look for/use these words:
- believe
- opinion
- problem
- agree
- states
- argues
- supports
- claims
- asserts
- defends
- based on

Write sentences like these:
- I believe that _____________________.
- I believe this because ______________.
- It is my opinion that ________________.
- I disagree with ________________ because ____________________.
- According to ________________, ______________ is a serious problem.
- In support of this position, ______________, I would argue that ________________.
- The evidence suggests that ________________.
- Nevertheless, the evidence strongly suggests that ________________.
- ______________ defends this position by ________________.
- Ultimately, we must agree that ________________.

**Language Function:**

**Proposition & Support**

**Problem/Solution**

**Elaboration / Description**

When you want to:
- Describe attributes, qualities, characteristics and properties
- Explain relationships of objects in space

**Use a:**

**Circle Map**

Look for/use these words:
- includes
- belongs
- is called
- explains
- displays
- known for
- demonstrates
- contains
- refers to
- reflects
- exhibits
- in essence
- defined by

Write sentences like these:
- One example of __________ is __________.
- __________ is called __________ and belongs to (is part of, is related to) a __________.
- __________ can be described as __________.
- __________ has ___ and is known for ____.
- __________ contains ___ and tends to ____.
- __________ is illustrated by ________.
- Characteristics (components) of __________ include ________ and ________.
- __________ reflects ________ and is characterized by ________.
- __________ exhibits ________ in ________.
- __________ is defined by ________.
- Indicators of ________ are defined by ________.
- Frequently associated with __________ is understood as __________.
- __________ is widely acknowledged as ________ and exhibits ________.

**Bubble Map**

Valley Playbook 2.0
**Language Function:**

**Compare and Contrast**

*When you want to:*

- Understand and express how two or more things are similar and how they are different

*Use a:*

- Double Bubble Map
- Bridge Map

*Look for/use these words:*

<table>
<thead>
<tr>
<th>Level</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>are similar because have in common difference between on the other hand</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>just like in contrast compared to</td>
</tr>
<tr>
<td>Advanced</td>
<td>as opposed to each is just as whereas a distinction between by comparison share common attributes synonymous with</td>
</tr>
</tbody>
</table>

*Write sentences like these:*

- While ____ and ____ are both _____, there are several major differences between them.
- The most notable is that the ____ has ____, whereas the ____ has ____.
- Although ____ and ____ have some similar characteristics, they are very different.
- The majority of ____ are _____, while ____ are _____.
- The differences/similarities between ____ and ____.

**Sequence**

*When you want to:*

- Relate steps in a process
- Express time relationships and actions within a larger event

*Use a:*

- Flow Map

*Look for/use these words:*

<table>
<thead>
<tr>
<th>Level</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>for the past previously initially meanwhile immediately during</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>prior to preceding subsequently following simultaneously</td>
</tr>
<tr>
<td>Advanced</td>
<td>while now first, second finally before/after earlier beginning, middle, end next, later, then</td>
</tr>
</tbody>
</table>

*Write sentences like these:*

- First, went ___. Then, ____ and ___. Next, there was ___.
- After (insert action), the ________.
- In the beginning/middle/end, ________.
- Now, ____________.
- For the past ______________.
- Initially _______, then __________.
- Immediately before/after ________, Meanwhile ________ was taking place/occurring/ happening.
- Prior to ________, later, next, subsequent, prior to ________.
- Subsequently, as a result of ________ occurred/happened.
- Preceding the events/actions of ________
Language Function:

**Summarize**

When you want to:

- Express main ideas and significant details

Use a:

- Circle Map
- Tree Map

Look for/use these words:

- The author (story, problem, question) tells/says ____________
- _____ is important because ________

Write sentences like these:

- In summary, ________________.
- _____ explains ________________.
- _____ discusses ________________.

AVID’S LEARNING SUPPORT STRUCTURE IS REPRESENTED IN THE ACRONYM WICOR. IT STANDS FOR WRITING, INQUIRY, COLLABORATION, ORGANIZATION AND READING. VALLEY PROMOTES WICOR FOR ALL OF OUR CLASSES AND STUDENTS.

**Writing**

- A learning tool
- A communication tool
- A record of thinking

Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

**Inquiry**

- Uncovering one’s understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others’ thinking
- Work through ambiguity

**Collaboration**

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions

Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

**Organization**

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks

Students who organize:

- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors

**Reading**

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read
QUIICK RESOURCES

Room 2-3  This room houses our professional library, hosts after school professional learning sessions and serves as a shared office for our coaches.

50 Instructional Routines...  Reference this book for strategies to support literacy development in all content areas. See any instructional coach for support.

Teach, Reflect, Learn  This book is your guide to lifelong professional growth. Your “point person” on the Instructional Coaching Team can help connect you to resources to meet your professional growth goals.

Newsela.com  Newsela is a service that edits news articles to five reading levels with a quiz and a writing prompt for each one. See Rebecca Sackett, Teresa Cavazos or support.newsela.com for support.

Accelerated Reader  AR allows students and teachers to monitor reading practice by providing quizzes for thousands of texts. See Ngoc Tran or Cynthia Case for support using this tool with your students.

StoryCorps.org  This non-profit collects and archives the stories of everyday Americans. Use this tool to give your students opportunities to listen or to conduct interviews themselves. See Teresa Cavazos or Rebecca Sackett for support.

Open eBooks  This initiative makes thousands of full texts available for our students to read for free. See Clay Frenz to get access for your students. openebooks.net

G Suite for Education  ITT Team members can provide support using Google Classroom, Forms, Slides, Docs, Sheets, etc. See page 14 for team members.

Canvas  Canvas is a learning management system (LMS) like Google Classroom. If you would like support exploring or using Canvas, see Ian Lutack.

Mathematical Problem-Solving  Valley teachers have established a routine for students to use when confronted with a mathematical problem. See Teresa Cavazos.

Thinking Maps®  This system teaches students to create graphics to represent and organize their learning. See Reuben Garcia for support.

AVID Strategies  Use this link to access our shared library of AVID resources: http://tinyurl.com/q9l1cu5  See Michael Collins or the AVID Site Team for support.

sausd.us/valley  Look for “literacy” under “resources for teachers” to find the digital version of this and other literacy-focused tools.