EALA School Study Tour Logistics Guide

About EALA School Study Tours

EALA developed the EALA School Study Tours initiative to translate knowledge into practice and build more equitable learning environments and student experiences.

As a part of this initiative, EALA alongside Learner Centered Collaborative, has chosen 3 schools to host tours that will focus on centering promising practices for students with disabilities and learning differences.

Visiting School Teams will tour schools, collaborate and learn with key school and community members, and witness implementation whether it be in a classroom or behind the scenes. The tour experience will be centered on reflection and opportunity to bring aspects or strategies back to Visiting School Teams' home school or district.

Hotel

Sheraton La Jolla Hotel
E3299 Holiday Court,
La Jolla, CA 92037

Reflection Summit

UCSD's Park and Market Building
1100 Market St,
San Diego, CA 92101

Host Schools

Calavera Hills Middle School
E3299 Holiday Court,
La Jolla, CA 92037

Casita Center for Technology, Science & Math
260 Cedar Road
Vista, CA 92083

Creative Performing Media Arts Middle School
5050 Conrad Ave,
San Diego, CA 92117

School Study Tour Agenda

Sunday, January 29, 2023

6:00 - 8:00pm	Welcome Dinner at [BJs Restaurant & Brewhouse](#) provided by EALA

Monday, January 30, 2023

7:10 - 8:25am	Meet in lobby and travel to Calavera Hills Middle School *FYI - heavy school traffic between 8:10-8:20am*
8:25 - 10:45am	**School Visit 1 - Calavera Hills Middle School** Reflection in the Library + Coffee & Donuts for staff
10:50 - 11:00am	Travel to Casitas Center for Technology, Science & Math ~10 mins
11:00am - 1:35pm	**School Visit 2 - Casitas Center for Technology, Science & Math** Reflection with staff + Lunch
1:40 - 2:20pm	Travel to Creative Performing and Media Arts ~40 mins
2:20 - 4:45pm	**School Visit 3 - Creative Performing and Media Arts** Reflection with staff + snacks provided by EALA
4:50 - 5:00pm	Travel back to hotel
6:00 - 8:00pm	Dinner at [Kinoyume Sushi & Grill](#) provided by EALA

Tuesday, January 31, 2023

8:30 - 9:00pm	Check out of the hotel Meet in the lobby and travel to [UCSD Park and Market Building](#)
9:00am - 12:00pm	EALA School Study Tours Reflection Summit
12:00 - 1:00pm	Boxed lunches provided by EALA

Nampa, ID

Boise, ID

Burlington, VT

Boston, MA

San Diego, CA

Belton, MO

Mesa, AZ

Charlotte, NC

Attendee Expectations:

- The EALA School Study Tours are a space for learning and growth - never judgment of host schools or students. Attendees are invited to join us in this unique learning experience with empathy and respect.

- These tours are an experience to help showcase a promising practice or ability to bring a specific innovation back to your district - this is not a whole model redesign experience.

- Attendees will use the EALA School Study and Reflection Guides to facilitate their Study Tour Experience.

- Attendees will complete pre- and post-tour surveys to help EALA grow our School Study Tour Experiences and measure impact of Promising Practices highlighted.

Host School Expectations:

- The EALA School Study Tours are a space for learning and growth. Host schools are invited to share their commitment to continuous improvement as a model for tour attendees in various stages of their implementation journey.

- These tours are an experience to help highlight both successes and challenges experienced within promising practices - this not a whole model redesign experience.

- Host Schools will actively participate by (pre-tour) collaborating with the EALA team to develop a school overview page and (on tour) showcasing implementation of 1-3 EALA Promising Practices.

Promising Practices

INSTRUCTION

1 **Curriculum, Instruction & Assessment**

When there are evidence based practices in curriculum, instruction, and assessment that show promise for students with disabilities, then their use will contribute to improved outcomes for all students, especially those with individual education plans (IEPs) or learning differences.

2 **Culturally & Linguistically Responsive Teaching**

When learning incorporates culturally and linguistically responsive teaching practices, all students find a sense of belonging and relevancy in classroom instruction.

FRAMEWORK

3 **Learner Centered Models**

When there are practices that schools can implement at both a schoolwide and individual level that can improve student engagement--especially attendance and discipline outcomes--for students with disabilities and learning differences, then their use will improve outcomes for all students.

COLLABORATION

4 **Family Engagement**

When all school staff can communicate and work with families through the special education process, then families feel more included and engaged, contributing to improved school experience and transition.

5 **Community Engagement**

When schools can lean on communities and organizations for support, more resources are made available and all students have further opportunities for local or community engagement and belonging.

EDUCATING ALL LEARNERS

OPERATIONS

6 **Transition Planning**

When there are practices in place to support transition plans which effectively prepare students with disabilities for post-secondary credential, then their use will improve transition for all students.

7 **Data Use**

When schools collect, analyze, and respond to data on student achievement, attendance, and discipline, they can use cycles of continuous improvement and can calibrate instruction to craft individualized learning experiences for each student, especially students with individual education plans (IEPs) or learning differences.

8 **Scheduling**

When students with individual education plans (IEPs) or learning differences are prioritized in the master schedule, then those students are paired with the right teachers and classes and there is proactive service planning for better collaboration between teacher and service provider.

9 **Compliance Management**

When there is effective compliance management, then teachers can dedicate more time to instruction and behavior and/or transition outcomes to benefit all students.

LEADERSHIP

10 **Leader Commitment**

When leaders and teachers have mindsets of shared ownership and the belief that all students can achieve, then outcomes for students with disabilities and learning differences can improve. (For example, mindset impacts instructional choices and allows for better collaboration among adults.)

11 **Innovative Structures of Support**

When schools establish multiple means of staffing and innovative structures of support, students receive more personalized instruction and scaffolded support. When staff across specialties have space to collaborate, all students benefit.

12 **Educator Development**

When teachers have access to effective pre-service and in-service development, then they are better able to support students with disabilities and learning differences.

Calavera Hills Middle School

Building innovative practices in school is always difficult. The most recent experiences in many schools during the pandemic made innovation even more difficult. At CHMS, we have built mechanisms that we believe will continue to inspire innovative practices despite the barriers that exist in schools (burnout, mandates, the need for consensus).

- Michael Ecker, Principal

Key Leaders & Instructors for this Tour

Michael Ecker
Principal

Marisa Leong
Assistant Principal

Corey Espeleta
Counselor

Aaron Sottile
Science Department Lead, Design and Modeling, Medical Detectives, 8th Grade Science

Scott Marshall
6th Grade Lead, Science & Physical Education

Edric Uy
6th Grade Math, WEB Leader

Promising Practice Look Fors

- Leader Commitment
- Innovative Structures of Support
- Educator Development

A student-centered learning community powered by meaningful, relevant and rigorous content. We use critical thinking, collaboration, communication and creativity to instill college and career skills in our students.

Grades: 6-8

Enrollment: 645

Race/Ethnicity: 0.4% American Indian or Alaskan Native, 4.3% Asian, 2.4% Black or African American, 1.9% Filipino, 31.4% Hispanic or Latino, 0.4% Native Hawaiian or Pacific Islander, 6.5% Two or More Races, 52.9% White

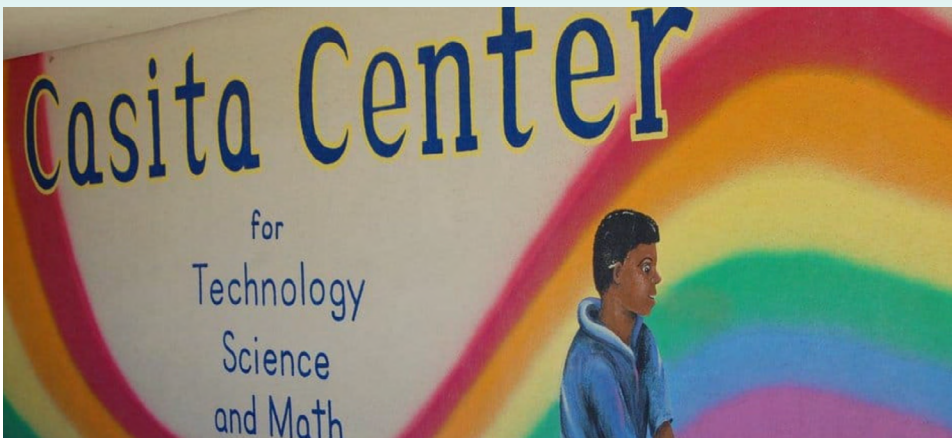**English Learners:** 4.6%

Socioeconomically Disadvantaged: 23.2%

Students with Disabilities: 15%

Calavera Hills SARC

Helpful Links

- Calavera Hills Website
- Impact Award Video
- Makerspace Webpage

Casita Center for Technology, Science & Math

It is my pleasure to welcome you to Casita Center, an International Baccalaureate World School focusing on STEM. Casita aims to provide rigorous teaching and learning, and ultimately, our mission is to "develop a community of compassionate, responsible life-long learners who respect people's differences and take action to create a more peaceful world."

- Jenny Chien, Principal

Key Leaders for this Tour

Jenny Chien
Principal

Elizabeth Weiser
IB Coordinator

Tracy Zachry
Assistant Principal

Promising Practice Look Fors

- Curriculum, Instruction, and Assessment
- Data Use
- Scheduling

Focusing on a learner-centered education, we nurture our students' curiosities, guide them through their inquiries, and cultivate their ideas to action.

Grades: K-5

Enrollment: 688

Race/Ethnicity: 0.3% American Indian or Alaskan Native, 3% Asian, 1.1% Black or African American, 2.6% Filipino, 48.2% Hispanic or Latino, 0.3% Native Hawaiian or Pacific Islander, 7.8% Two or More Races, 36.6% White

English Learners: 9.6%

Socioeconomically Disadvantaged: 47.6%

Students with Disabilities: 12.1%

Casita Center SARC

Helpful Links

- Casita Website
- School Environment Website
- Casita One Pager

EDUCATING ALL LEARNERS

Creative Performing Media Arts Middle School

The CPMA community believes that what makes their school so unique is that it allows students to use their creativity in the classroom, enabling them to tell their stories and be exposed to new perspectives, teamwork, and critical thinking. Through their program, as they continue to integrate more arts into every classroom, students will be more creative, become problem solvers and leaders and, grow their emotional intelligence.

Key Leaders & Instructors for this Tour

Andrea Pino Antl
Principal

Courtney Sawada
Associate Principal

Davis Page
Associate Principal

Alexa Garcia
Counselor

Scott Graham
Counselor

Promising Practice Look Fors

- Curriculum, Instruction, and Assessment
- Leader Commitment
- Innovative Structures of Support

Educate, empower, and enable all students to become *Caring citizens* who value *Honesty*, have a strong *Academic Attitude*, make *No Excuses*, are *Goal Oriented*, and consistently exhibit *Excellence* in order to succeed in an ever-evolving world.

Grades: 6-8

Enrollment: 718

Race/Ethnicity: 1% Non-Binary, 1% American Indian or Alaskan Native, 5% Asian, 12% Black or African American, 1% Filipino, 61.3% Hispanic or Latino, 1% Native Hawaiian or Pacific Islander, 7% Two or More Races, 10% White

English Learners: 9%

Foster Youth: 9%

Homeless: 1%

Socioeconomically Disadvantaged: 76%

Students with Disabilities: 22.4%

CPMA Middle SARC

Helpful Links

- CPMA Website
- CPMA Montage Video
- CPMA Community Newspaper

About The Educating All Learners Alliance

The Educating All Learners Alliance (EALA, "eee-LA" for short) is a coalition of over 125 organizations dedicated to producing and sharing resources, programs, and events like these dedicated to supporting students with disabilities and learning differences.

EALA Team Members on the Tours

**Aurora Dreger,
Networks Lead**

**Whitley Patterson,
Content Lead**

**Treah Hutchings,
Project Manager**

**Erin Mote,
Executive Director**

Need to know what time lunch is? What bus you are on? **Aurora** is your main point of contact for all things logistics.

Whitley is your go to content person. You may find Whitley taking notes for a future blog, interviewing host schools or attendees for a podcast, or helping support host schools as they show off their promising practices.
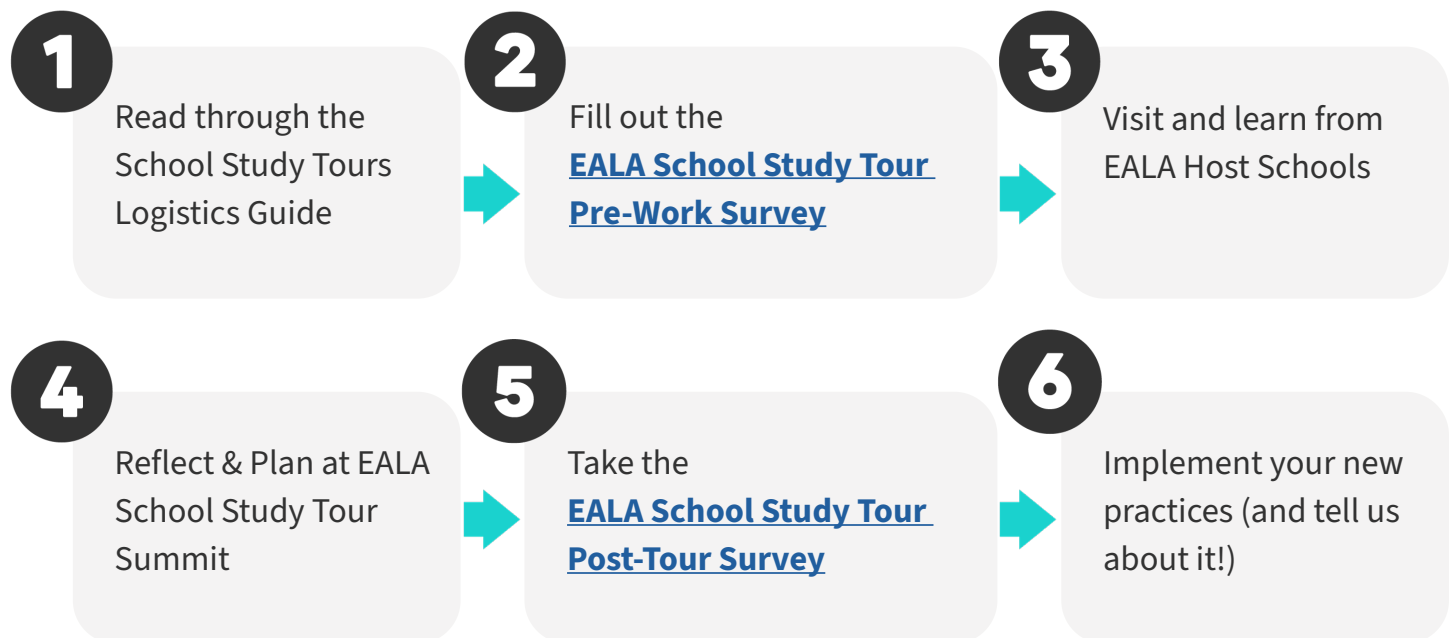
Our Learner Centered-Collaborative Partners

Learner-Centered Collaborative partners with educators to define whole-learner outcomes, design meaningful learning experiences, and create the enabling conditions for their unique journey to inclusive and equitable learner-centered education. For these tours, Learner-Centered Collaborative helped identify the host schools, local participants, and reflection space to construct an effectual EALA School Study Tour experience.

EALA School Study Tours Reflection Guide

About EALA School Study Tours Reflection Guide

This Reflection Guidebook is designed for attendees to engage with throughout their EALA School Study Tour experience.

During the tour, attendees will be prompted to follow the steps and activities listed below. Please note, this guide is merely a guide–creativity, out of the box thinking, and additional reflecting are very much encouraged! If you would prefer to take notes in a separate app or mode–please do so!

1 Read through the School Study Tours Logistics Guide

2 Fill out the **EALA School Study Tour Pre-Work Survey**

3 Visit and learn from EALA Host Schools

4 Reflect & Plan at EALA School Study Tour Summit

5 Take the **EALA School Study Tour Post-Tour Survey**

6 Implement your new practices (and tell us about it!)

Take-Away Resources:
- TNTP's School One Pager Template
- Digital Promis's Learner Variability Navigator
- The Ability Challenge's Quality Special Education Programming Self-Assessment

Using the EALA School Study Tours Reflection Guide

This reflection guidebook will follow a similar (but not identical) pattern for each school visit. This pattern will guide attendees through different modes of reflection and build understanding of promising practice "look fors" at each host school.

EALA School Study Tours Reflection Pattern

1. Think
2. Write or Draw
3. Talk
4. Share

As you participate in the Guidebook activities, consider...

Best Practices for Observation

Eliminate effects of bias. Enter the classroom without judgment and work from evidence.

Take low-inference notes. Write down only what teacher and students say and do.

Look for learning. Seek evidence of what students know and are able to do.

Remain, review, reflect. Pause to organize your evidence before moving on. Try to consider multiple perspectives or promising practices to connect to.

*Adapted from The Observation and Feedback Cycle: Best Practices for Low Inference Notes

Finally, each page will include take home resources that are often referenced within reflection activities. Participants are encouraged to use these resources before, during, and after the tour.

Take-Away Resources:

- Achieve the Core's [The Observation and Feedback Cycle: Best Practices for Low Inference Notes](#)

1st School Visit: Calavera Hills Middle School
1.1 Leader Walk
Reflection Mode: Think

Once attendees arrive at Calavera Hills Middle School, school leaders will provide an opening talk and brief school walk through.

As you walk, think about the following questions:

- What do you see? What don't you see?
- What do you wonder about?
- What promising practice are you hearing about?
- What evidence of promising practices are you noticing in the walk-through?

Take-Away Resources:
- SWIFT's Considerations Packet on Strategies for Creating Effective School Leadership Teams
- LCC's School vs. Learner Centered Practices

1.1 Leader Walk

Reflection Mode: Think

1.2 Classroom Look + Teacher Talk

Reflection Mode: Write or Draw

After the opening walkthrough attendees will be broken into groups to observe and engage with different aspects of the school tour. Take notes of your observations and thinking work as you participate in each section.

As you observe at each section, consider these questions to kickstart your reflective notes:

- What promising practices do you notice?
- What actions are students taking? Are these different than the actions of the teachers?
- What do you wonder about?

Take-Away Resources:
- LCC's The What, Why, and How of Learning Walks
- LCC's Learning Walk "Look Fors"
- Special Education Leader Fellowship's Collaborative Planning Toolkit

1.2 Classroom Look + Teacher Talk

Reflection Mode: Write or Draw

1.3 Brunch & Talk

Reflection Mode: Talk

After the three-section observation and engagement, attendees will join interested teachers in an open format brunch and talk. Attendees will have the opportunity to ask teachers follow-up questions. Host school teachers and administrators may also talk through previous or upcoming promising practice related work.

To kick of these questions or discuss, attendees may use the following topics to develop questions around:

- Calavera Hills projects that centered student learning, such as the "Cookbook Project"
- Promising Practices observed
- Promising Practices not yet observed (ie. Can you tell me more about…)

Post School Visit Reflection

Once back together as a group, Turn and talk to your neighbor.
Compare notes, add reflections you may have missed to the sections above or add any extended thinking based on your turn and talk reflection.

- How did this go for you? What worked well, and what was difficult? Why?
- How did the evidence I observed differ from other participants? How was it similar?
- How did my reflection experience differ from other participants? How was it similar?

Take-Away Resources:
- SWIFT's Discussion Guide: Fully Integrated Organizational Structure
- School Reform Initiative's Student Learning Visit Community Protocol

1.3 Brunch & Talk

Reflection Mode: Talk

2nd School Visit: Casita Center
2.1 Leader Walk
Reflection Mode: Think

Once attendees arrive at Casita Center Hills for Technology, Science & Math, school leaders will provide a welcom, opening talk and brief tour walkthrough.

As you walk, think about the following questions:

- What have you heard that sparks your interest?
- What do you wonder or question?
- What promising practice will these tours center on?
- What evidence do you hope to see?

Take-Away Resources:

- SWIFT's Considerations Packet on Strategies for Creating Effective School Leadership Teams
- LCC's School vs. Learner Centered Practices

2nd School Visit: Casita Center

2.1 Leader Walk

Reflection Mode: Think

2nd School Visit: Casita Center
2.2 Classroom Look + Teacher Talk
Reflection Mode: Write or Draw

After the opening walkthrough attendees will be broken into groups to observe and engage with different aspects of the school tour. Take notes of your observations and thinking work as you participate in each section.

As you observe at each section, consider these questions to kickstart your reflective notes:

- What promising practices do you notice?
- What actions are students taking? Are these different than the actions of the teachers?
- What do you wonder about?

Take-Away Resources:
- LCC's The What, Why, and How of Learning Walks
- LCC's Learning Walk "Look Fors"
- Special Education Leader Fellowship's Collaborative Planning Toolkit

2.2 Classroom Look + Teacher Talk

Reflection Mode: **Write or Draw**

2.3 Lunch & Talk

Reflection Mode: Talk

After the tour, attendees will join interested teachers in an open format lunch and talk. Attendees will have the opportunity to ask teachers follow-up questions. Host school teachers and administrators may also talk through previous or upcoming promising practice related work.

To kick of these questions or discuss, attendees may use the following topics to develop questions around:

- Casita Center projects that center student learning and development
- Promising Practices observed
- Promising Practices not yet observed (ie. Can you tell me more about…)

Post School Visit Reflection

Once back together as a group, engage in a self reflection session.
Ask yourself critical questions, add reflections you may have missed to the sections above, or add any extended thinking based on your internal reflections.

- What particular content or strategies in this school are striking to me? Why?
- As I leave this school(s), what have I learned about the different roles involved, about the about the students here at this school, or about the promising practices observed?
- What new questions or insights do I have?

Take-Away Resources:
- SWIFT's Discussion Guide: Fully Integrated Organizational Structure
- School Reform Initiative's Student Learning Visit Community Protocol

2.3 Lunch & Talk

Reflection Mode: Talk

3.1 Leader Walk
Reflection Mode: Think

Once attendees arrive at Creative Performing Arts Middle School, school leaders will provide an opening talk and brief school walk through.

As you walk, think about the following questions:

- What do you see? What don't you see?
- What do you wonder about?
- What promising practice are you hearing about?
- What evidence of promising practices are you noticing in the walk-through?

Take-Away Resources:
- SWIFT's Considerations Packet on Strategies for Creating Effective School Leadership Teams
- LCC's School vs. Learner Centered Practices

3rd School Visit: CPMA Middle School

3.1 Leader Walk

Reflection Mode: Think

3.2 Classroom Look + Teacher Talk

Reflection Mode: Write or Draw

After the opening walkthrough attendees will be broken into groups to observe and engage with different aspects of the school tour. Take notes of your observations and thinking work as you participate in each section.

As you observe at each section, consider these questions to kickstart your reflective notes:

- What promising practices do you notice?
- What actions are students taking? Are these different than the actions of the teachers?
- What do you wonder about?

Take-Away Resources:
- LCC's The What, Why, and How of Learning Walks
- LCC's Learning Walk "Look Fors"
- Special Education Leader Fellowship's Collaborative Planning Toolkit

3.2 Classroom Look + Teacher Talk

Reflection Mode: Write or Draw

3rd School Visit: CPMA Middle School

3.3 Snack & Talk

Reflection Mode: Talk

After the tour, attendees will join interested teachers in an open format snack and talk. Attendees will have the opportunity to ask teachers follow-up questions. Host school teachers and administrators may also talk through previous or upcoming promising practice related work.

To kick of these questions or discuss, attendees may use the following topics to develop questions around:

- CPMA projects that center student learning and development
- Promising Practices observed
- Promising Practices not yet observed (ie. Can you tell me more about…)

Post School Visit Reflection

Once back together as a group, engage in a reflection mode of your choosing.
Ask yourself critical questions, add reflections you may have missed to the sections above, or add any extended thinking based on your turn and talk reflection.

- Where did you see evidence of Educating All Learners promising practices?
- How did my evidence-building/reflection practice build (or lessen) across the schools visited?
- What areas do I wish I could go back and spend more time with (go back to those sections and expand now)?

Take-Away Resources:
- SWIFT's Discussion Guide: Fully Integrated Organizational Structure
- School Reform Initiative's Student Learning Visit Community Protocol

3.3 Snack & Talk

Reflection Mode: <mark>**Talk**</mark>

Promising Practice BINGO

Across the tours, when you see actionable evidence of a promising practice, name the promising practice, describe what was happening, and circle the school(s) where it took place.

BINGO		
Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA	Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA	Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA
Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA	Catch a student smiling **Free Space** :)	Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA
Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA	Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA	Which Promising Practice? What was happening? Where? (Click/Tap) Calavera Casita Center CPMA

Take-Away Resources
Complete Digital List

- TNTP's School One Pager Template

- Digital Promise's Learner Variability Navigator

- The Ability Challenge's Quality Special Education Programming Self-Assessment

- Achieve the Core's Best Practices for Low Inference Notes

- SWIFT's Considerations on Strategies for Creating Effective School Leadership Teams

- LCC's School vs. Learner Centered Practices

- LCC's The What, Why, and How of Learning Walks

- LCC's Learning Walk "Look Fors"

- SWIFT's Collaborative Planning Toolkit

- SWIFT's Discussion Guide: Fully Integrated Organizational Structure

- School Reform Initiative's Student Learning Visit Community Protocol

EDUCATING ALL LEARNERS

Sense-making Walk Note-Catcher

Guest: _____ **Date:** _____

EALA Promising Practice:	EALA Promising Practice:	EALA Promising Practice:
☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling	☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling	☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling
Observation:	**Observation:**	**Observation:**
Takeaway Reflection:	**Takeaway Reflection:**	**Takeaway Reflection:**

EALA Promising Practice:	EALA Promising Practice:	EALA Promising Practice:
☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling	☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling	☐ Curriculum, Instruction, and Assessment (Assessment - blended with learner-centered models) ☐ Data Use ☐ Scheduling
Observation:	**Observation:**	**Observation:**
Takeaway Reflection:	**Takeaway Reflection:**	**Takeaway Reflection:**