

School: Pueblo Magnet High School

Date: November 17, 2014

## ADE Monitoring Feedback from LAD Walkthrough

ELD IV Thompson	ELD III Dudikoff	ELD II Ceceña	DL Global Rusk	DL Am. Hist. Santa Cruz	DL Int. Science Fatima Lopez	DL Geometry Martha Avila	DL Algebra S. Lopez
<p><b>Recommendations:</b></p> <p>Spanish translations on posters will constitute a “no” response on “Books and Materials in English)</p> <p><b>Highlights:</b></p> <p>ELP standards clearly posted and congruent with instruction. Objectives correspond to time allocation.</p> <p>Grammar and writing objectives are blended –this is appropriate for Pueblo’s ILLP model, but both must be present <u>every day</u>.</p> <p>Lesson based on reading selection from Achieve 3000</p>	<p><b>Recommendations:</b></p> <p>Period and name of class should be separate in lesson plan and in posted objectives.</p> <p>Listening/Speaking and Vocabulary objectives were missing. These must be included <u>every day</u> in lesson plan</p> <p><b>Highlights:</b></p> <p>ELP standards clearly posted</p> <p>Echo Reading as strategy for reading fluency.</p> <p>Teacher’s spoken English is clear and deliberate.</p>	<p><b>Recommendations:</b></p> <p>Label the class name &amp; period by the posted objectives. Ensure that objectives match the name of the class.</p> <p>Include Grammar &amp; Listening/Speaking objectives <u>every day</u></p> <p>For ELD III, blend Writing &amp;Grammar objectives (have both every day)</p> <p>Provide an up-to-date lesson plan book.</p> <p><b>Highlights:</b></p> <p>Teacher elicited open-ended responses from students to tie in background knowledge to lesson.</p> <p>Students responded in complete and correct English sentences.</p> <p>Color-coded objectives. Do these correspond to the color of the Visions book?</p>	<p><b>Recommendations:</b></p> <p>Not observed. Follow-up visit required</p> <p>Needs roster of ELLs with AZELLA proficiency levels</p> <p>Needs lesson plans with language of instruction clearly indicated</p> <p><b>Highlights:</b></p>	<p><b>Recommendations:</b></p> <p>Language use, while deliberate and planned, should be documented in lesson plan.</p> <p>Needs roster of ELLs with AZELLA proficiency levels</p> <p>Evidence of student work should be available in both languages</p> <p><b>Highlights:</b></p> <p>Language use is deliberate and pre-planned</p> <p>50/50 seems to be attained by integrating language use with component of lesson (e.g. processing concepts in L1, final product in L2)</p> <p>High-level activities and expectations – Mr Santa Cruz strives for Academic language in both English and Spanish.</p> <p>Materials available in Spanish</p>	<p><b>Recommendations:</b></p> <p>Language use seemed random and unplanned, or as a classroom management tool, rather than strategic and planned.</p> <p>Needs roster of ELLs with AZELLA proficiency levels</p> <p>Lesson plan must be available in paper form with indication of language of instruction.</p> <p>Direct translation is not a best practice</p> <p>Students seem unaware that they are in a DL class (“Why do you always speak to us in Spanish?”) Ms Lopez mentioned that the students complain when she uses a lot of Spanish. Students with waivers should know that Spanish will be used in instruction.</p> <p><b>Highlights:</b></p> <p>PP available as visual aid for instruction</p>	<p><b>Recommendations:</b></p> <p>Language use seemed random and unplanned, or as a remedial tool, rather than strategic and planned.</p> <p>Needs roster of ELLs with AZELLA proficiency levels</p> <p>Materials only available in English.</p> <p>Lesson plan must be available in paper form with indication of language of instruction.</p> <p><b>Highlights:</b></p> <p>Students engaged with lesson</p> <p>Lesson was clearly explained with visual aid.</p> <p>Effective use of interactive white board.</p> <p>Explanation of concept was given in Spanish when students requested.</p>	<p><b>Recommendations:</b></p> <p>Not observed. Follow-up visit required</p> <p>Needs roster of ELLs with AZELLA proficiency levels</p> <p>Needs lesson plans with language of instruction clearly indicated</p> <p><b>Highlights:</b></p>

Meeting with teachers, December 9, 2014