The “Look Fors” in an ELD Classroom:

Combining Compliance and Best Practices

Language Acquisition Department
Tucson Unified School District
2017
Session Objectives

Participants will:

• be able to identify evidence of required documentation to meet ADE’s model/s for English Language Learners (ELLs), including:
  - Arizona ELP standards in lesson plans
  - Schedules aligned with the time allocations in a four hour model.
  - The Individual Language Learner Plan (ILLP) Implementation process. (Where applicable)

• become familiar with a monitoring rubric used to help evaluate and develop best practices for the instruction of language learners.
What is/are the current Alternative Language Program/s (ALP) in your school (ELD, ILLP, or TWDL)?
### Time Allocations and ELP Standards Alignment for the Refined Model

Note: Time allocations must be aligned with AZ ELP standards documentation and implementation.

<table>
<thead>
<tr>
<th>Time Allocations</th>
<th>Reading &amp; Oral English Conversation and Vocabulary</th>
<th>Writing &amp; Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hour block</td>
<td>• Language Strand standard 2 (only)</td>
<td>• Writing Domain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language Strand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>standard 1 (only)</td>
</tr>
</tbody>
</table>

or 90 min. blocks each for Intermediate level students who qualify.

Kindergarten requires two 1-hour blocks.
### Time Allocations and ELP Standards Alignment for the Refined Model

<table>
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<th>AZ ELP Standards</th>
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<td>• Reading Domain</td>
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<td>Oral English Conversation and Vocabulary</td>
<td>• Listening and Speaking Domain</td>
</tr>
<tr>
<td>• Language Strand standard 2 (only)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
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</tr>
<tr>
<td>Grammar</td>
<td></td>
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For Intermediate level students, ELD instruction can be reduced by up to two hours.
Schools with fewer than 20 ELLs in 3 consecutive grade levels are placed on an....

**ILLP** *(INDIVIDUAL LANGUAGE LEARNER PLAN)*
REQUIRED DOCUMENTATION TO MEET ADE’S MODEL/S FOR ENGLISH LANGUAGE LEARNERS (ELLS)

• Arizona ELP standards in lesson plans
• Evidence of the 4 hour model in posted schedules (at elementary) and lesson plans
• Individual Language Learner Plan (ILLP) in place (where applicable)
Writing and Grammar

Grammar: II-L-1(Q):LI-2: The students will demonstrate knowledge of parts of speech by forming Yes/No questions in the simple present tense with given forms of “to do” + subjects + verbs.

Grammar: II-L-1(V):B-5: The student will demonstrate knowledge of parts of speech by choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Writing: II-W-2: HI-10: The student will identify and apply conventions of standard English in his or her written communications by using subject-verb agreement in sentences in a variety of writing applications with instructional support.
Evidence of the ELD Model in...

The daily schedule and posted objectives
Posted Daily Schedule (Sample)

8:00 a.m. - 8:10 a.m. - Attendance/Pledge
8:10 a.m. - 10:10 a.m. - Oral English Conversation, Vocabulary and Reading
10:10 a.m. - 11:10 a.m. - Writing and Grammar
11:15 a.m. - 12:00 p.m. - Lunch
12:00 p.m. - 1:00 p.m. - Writing and Grammar
1:00 p.m. - 2:10 p.m. - Math
2:10 p.m. - 2:40 p.m. - Science/Social Studies
2:45 - Dismissal

Note: This must match Lesson Plans and Instruction

ADE wants explicit blocks of instruction-Natural Breaks can occur
What are your school’s expectations of a posted schedule?
Sample Posted Schedule

Does this schedule meet the 4-hour model requirement?
Easily accessible, student-friendly objectives that reflect the ELP standards.
Posted ELP Standards in student friendly language

I will be able to sequence events from read-alouds in complete sentences.
Additional Expectations for the 4 hour ELD Model Classroom

- Classroom **schedules** must match **plans** and **instruction**
- Post student-friendly **language objective** that reflects the **ELP standard**
- **Student Rosters** with students’ level of **AZELLA** must be present
- Instruction must reflect a **50/50 balance** of language use by teacher and student
Sample of what to have available for monitors

Student Roster
Also...

Teacher are expected to:

• Use correct grammar
• Encourage students to respond in complete sentences
• Use district adopted ELD materials for instruction and assessment - *Avenues* at Elementary and *Visions* at the Middle School level.
Middle School Grammar Scope and Sequence
Remember...

All three must be congruent
Requirements for Elementary and Self-contained 6-8 Schools Implementing ILLPs

The mainstream teacher and ELD resource teacher complete this process for each ELL:

- ILLP Form completed to include signatures
- ILLP Quarterly Template - Attachment AB Form completed

To ensure ELLs needs are met, place ELLs in a designated ILLP classroom to create a critical mass of students. Please refrain from spreading ELLs out.
Individual Language Learner Plan (ILLP)

Required Documentation

Student Name: ____________________________ Date: ____________________________

School: ____________________________ District: ____________________________

Grade: _______ SAIS Number: __________ Date of Birth __________

This ILLP is for the exclusive use of schools with 20 or fewer English language learner (ELL) students within a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team.

- The plan will be signed by all parties of the team and will be placed in the student’s ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner.
- A copy of such plan will be located in the classroom for implementation by the mainstream classroom teacher.

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA.

- Documentation should be provided on Attachment B documenting the progress of the student during that instructional reporting period.
- Based on the review of Attachment A and documentation on Attachment B, modifications (if any) will be made on Attachment A.
- The ILLP will be completed annually for each student.

Most current student AZELLA composite proficiency level (circle one):

Pre-Emergent
Emergent
Basic
Intermediate
Proficient
### Individual Language Learner Plan (ILLP) Quarterly Template

**Note:** Required areas of instruction

Enter the teacher responsible for the instruction.

Enter the ELP code and standard (4 ELPS per content area)

Enter the Assessment used and data

The ILLP will be reviewed quarterly by the teachers identified on the ILLP. Recommendations for any modifications can be made to the ILLP team.

<table>
<thead>
<tr>
<th>Required ILLP Areas</th>
<th>Time Allocation</th>
<th>Teacher Responsible For Instruction</th>
<th>ELP Standards and Performance Indicators to be Covered</th>
<th>Formative Assessment/s Used And Results</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>60 minutes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Oral English/Compre</td>
<td>60 minutes</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English/Compre</td>
<td>60 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>60 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SAISID #: *Quarter I II III IV *AZELLA Overall R *AZELLA Date:

*ILLP Teacher Signature/Date: *ESL, BLE, or SEI Training? Y N

*Required ILLP Areas *Time Allocation *Teacher Responsible For Instruction *ELP Standards and Performance Indicators to be Covered *Formative Assessment/s Used And Results *Date Completed

September 2016 *Indicates required information

Original Document placed in Teacher's cumulative file. Copy to ILLP teacher(s) and ELD teacher.
Showing Evidence of ELD Instruction

*ELP Standards and Performance Indicators to be Covered*

**III-R-2: HI-1:** The student will demonstrate knowledge of print concepts by: orally producing new words by manipulating initial, final and medial sounds in single-syllable words.

**III-R-4: HI-3:** The student will demonstrate knowledge of reading comprehension by: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (math, science, social studies)

**III-R-4: HI-15:** The student will demonstrate knowledge of parts of speech by: describing the setting using key words from a fictional text.

**III-L-1(V): HI-1:** The student will demonstrate knowledge of parts of speech by: defining and classifying physical action,

**ELL STANDARDS QUARTER 1**

**Reading**

**III-R-4: B-1:** Identifying differences between fiction and nonfiction.

**III-R-4: B-2:** Predicting what might happen next in a reading selection.

**III-R-4: B-3:** Answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.

**III-R-4: B-5:** Retelling a story or event with a beginning, middle and end.

**Grammar**

**III-L-1(SEC): B-14:** Producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense. (e.g., I am going to dance.)

**III-L-1(SEC): B-20:** Defining the regular past participle, choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).

**Writing**

**III-W-4:** Writing a narrative paragraph based on an imagined or real event that includes characters and plot with three or more details using appropriate transitional words, with instructional support.

**III-W-S1:** B-3:** Taking notes using a teacher-selected and student-created graphic organizer or class notes with instructional support (e.g., teacher modeling, visuals, wiki books, etc.).

**III-W-S1:** B-4:** Writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

**III-W-S1:** B-5:** The student will identify and apply conventions of standard English in his or her writing.
### Sample Evidence of ELD Instruction in Mainstream Lesson Plans

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Instructions / Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Milers: At this time we have a physical activity program. Please drop-off the students. You may take a break for 10 minutes.</td>
<td>ELP Standard/Language Objective III-L-1: LI-13 (Verbs): The student will demonstrate differentiating between past, present and future verb tenses.</td>
</tr>
<tr>
<td>10:15</td>
<td>WRITING BLOCK</td>
<td>Writing Process Objective: Gathering ideas by drawing on prior knowledge, brainstorming and creating a graphic organizer (W4-S1-C-P.O.1-6)</td>
</tr>
<tr>
<td></td>
<td>Weekly Writing PROMPT:</td>
<td>Writing Element: Writing includes clear and focused ideas with an accomplished purpose (WS-S2-C4-P.O.1)</td>
</tr>
<tr>
<td></td>
<td>• Benchmark assessment: “If you were a plant, describe your journey from seed to plant in a descriptive essay.”</td>
<td>Writing Application: Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. (W04-S3-C4) Writing Format: Write persuasive text such as an advertisement, paragraph or essay that attempts to influence the reader. (W4-S3-C4-P.O.1)</td>
</tr>
<tr>
<td>11:15</td>
<td>MATH INTERVENTIONS: Unit 1 and 2 Students are working on: Understanding and working with an area model of multiplication; Reasoning about numbers and their factors; Computational Fluency with multiplication combinations up to 12 x 12.</td>
<td>Strand 1: Number and Operations/Concept 1: Number Sense The student will be able to understand and apply numbers, ways of representing numbers, and the relationships among numbers and different number systems. M04-S1-C1-03 The student is expected to:</td>
</tr>
</tbody>
</table>

**Materials Needed:**
Combining Compliance and Best Practices

Monitoring and Evaluating ALP Programs
## Best Practices for ELL’s

<table>
<thead>
<tr>
<th>SIOP Component</th>
<th>Key Question When Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation</td>
<td>How am I going to plan a lesson with both content and language objectives in mind?</td>
</tr>
<tr>
<td>Building Background</td>
<td>What can I do to build my students’ background so the content and language are more accessible?</td>
</tr>
<tr>
<td>Comprehensible Input</td>
<td>How can I make the language, the content, and the concepts clearer to the students?</td>
</tr>
<tr>
<td>Strategies</td>
<td>What do my students need in terms of strategies &amp; scaffolding to own the content and language of the lesson?</td>
</tr>
<tr>
<td>Interaction</td>
<td>How can I use student-student interaction as a means of working with the lesson’s content and language?</td>
</tr>
<tr>
<td>Practice/Application</td>
<td>How can I maximize the opportunities students have to interact with the content and language of the lesson?</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>How am I going to engage my students and keep them focused on the key content and language?</td>
</tr>
<tr>
<td>Review/Evaluation</td>
<td>When and how will we assess learning and address strengths and challenges with the content and language?</td>
</tr>
</tbody>
</table>
District Level Monitoring

- Paper compliance monitoring
- School visits and follow-up on professional development
- Walkthroughs at targeted schools (a cross section of programs)
  - This is a full day Walkthrough using a monitoring Rubric
ALP MONITORING RUBRIC

A tool for guiding your observations to create optimal programs for ELLs
<table>
<thead>
<tr>
<th></th>
<th>Indicators</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
<td>Student work is visible. Environment is print-rich. Seating arrangement encourages interaction. Lesson plans comply with the TUSD-approved model for the class designation.</td>
<td>The environment is decidedly comfortable, attractive, and conducive to learning.</td>
<td>The environment is sparse but nevertheless supports learning.</td>
<td>The environment hinders or significantly detracts from learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Focus</td>
<td>The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model (DL, ILLP, ELD or Mainstream).</td>
<td>The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, ILLP, ELD or Mainstream).</td>
<td>The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, ILLP, ELD or Mainstream).</td>
<td>The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comport with the identified program model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td>Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.</td>
<td>The teacher’s speech is clear, well paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.</td>
<td>The teacher’s speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.</td>
<td>The teacher’s speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instructional Strategies</td>
<td>Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input are evident. The teacher often checks for understanding.</td>
<td>The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.</td>
<td>The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.</td>
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<td></td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Active participation activities, strategic grouping and interactive lessons lead to full student engagement.</td>
<td>All or most students are actively and productively engaged in the lesson while observed.</td>
<td>Some students appear to be actively and productively engaged in the lesson while observed.</td>
<td>Few students appear to be actively and productively engaged in the lesson while observed.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Data</td>
<td>Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.</td>
<td>Data entries are largely up to date and show progress for all or nearly all students. And/or other alternative assessments are used to show progress. For ILLPs, assessments are evident and recommendations are noted.</td>
<td>Data entries are somewhat up to date or indicate many making limited progress. And/or limited alternative assessments are used to show student progress. For ILLPs, assessments are somewhat evident and recommendations are not appropriate.</td>
<td>Few checks or data entries are recorded, and/or the entries indicate no progress for all or nearly all students. And/or there is no evidence of alternative assessment in use to show progress. For ILLPs, assessments are not evident and recommendations are not noted.</td>
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</tr>
</tbody>
</table>

**Environment**

**Lesson**

**Language**

**Strategies**

**Engagement**

**Assessment**
## Monitoring Report Rubric

### TUSD Language Acquisition Department

**2016-2017 ALP MONITORING REPORT**

<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th>MONITORS:</th>
<th>PRINCIPAL:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</table>

### Table of Indicators

<table>
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<tr>
<th>Indicators</th>
<th>2</th>
<th>1</th>
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<tbody>
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<td>The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.</td>
<td>The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.</td>
<td>The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding.</td>
</tr>
<tr>
<td>Active participation activities, strategies, and tasks</td>
<td>All or most students are</td>
<td>Some students appear to be</td>
<td>Few students appear to be</td>
</tr>
</tbody>
</table>

### Recommendations

**LAD RECOMMENDATIONS:**

**PRINCIPAL’S FOLLOW UP:**
View Vignette of a SEI Refined Model Classroom

USING THE MONITORING RUBRIC… SCORE THE CLASSROOM ENVIRONMENT AND THE LESSON FOCUS
### 2014-2015 ALP Monitoring Report

#### Classroom Environment
- Classroom I: 4
- Classroom II: 2
- Classroom III: 4

#### Lesson Focus
- Classroom I: 2
- Classroom II: 4
- Classroom III: 3

#### Language Use
- Classroom I: 4
- Classroom II: 4
- Classroom III: 4

#### Instructional Strategies
- Classroom I: 3
- Classroom II: 4
- Classroom III: 4

#### Student Engagement
- Classroom I: 2
- Classroom II: 4
- Classroom III: 4

#### Assessment Data
- NA

#### Subtotals
- Classroom Environment: 10
- Lesson Focus: 9
- Language Use: 12
- Instructional Strategies: 11
- Student Engagement: 10
- Assessment Data: 6

#### Total Score: 58/68 = 85%

### Instructional Strategies

#### TOTAL SCORE CATEGORIES:
- **100-80%:** Meets Program Expectations
- **79-60%:** Approaches Expectations
- **59-0%:** Falls Far Below Expectations

#### Classroom Environment
- Classroom I: 4
- Classroom II: 2
- Classroom III: 4

#### Lesson Focus
- Classroom I: 2
- Classroom II: 4
- Classroom III: 3

#### Language Use
- Classroom I: 4
- Classroom II: 4
- Classroom III: 4

#### Instructional Strategies
- Classroom I: 3
- Classroom II: 4
- Classroom III: 4

#### Student Engagement
- Classroom I: 2
- Classroom II: 4
- Classroom III: 4

#### Assessment Data
- NA

#### Subtotals
- Classroom Environment: 10
- Lesson Focus: 9
- Language Use: 12
- Instructional Strategies: 11
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- Assessment Data: 6

#### Total Score: 58/68 = 85%
### STRENGTHS/POSITIVES:

Consistent use of language of instruction as aligned to the ELD Model. Use of SIOP strategies was evident. Congruency between lesson plans and actual instruction was evident. Use of instructional resources was evident in the lesson plans and used with students (Avenues, Scholastic, Windows on Literacy, English at Your Command, Imagine Learning, Starfall). ELP standards were posted. Evidence of anchor charts in 2 out of 3 classrooms were observed. Students were responding in complete sentences.

### LAD RECOMMENDATIONS:

Continue the implementation of SIOP strategies to scaffold learning. Continue to allow for at least 50% of the time for student talk and cooperative learning. Post daily schedule showing explicit blocks of allocated times to include Reading/English Oral Conversation/Vocabulary and Grammar/Writing. Post daily objectives in student friendly language.

### PRINCIPAL’S FOLLOW UP:

Meet with ELD teachers to debrief report results. Revisit ELD Model for proper documentation. Visit classrooms for observation of SIOP strategies and the usage of curriculum adopted materials for the ELD program (Avenues and English at Your Command).
Monitoring Rubric Alignment with the Danielson Model
### Monitoring Report’s Alignment with Danielson Model

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Danielson’s Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment</strong></td>
<td>Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.</td>
</tr>
</tbody>
</table>
| **Domain 2: Classroom Environment**                                       | 2c Managing Classroom Procedures  
2e Organizing Physical Space |
| **Lesson Focus**                                                          | The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation. |
| **Domain 1: Planning and Preparation**                                    | 1c Setting Instructional Outcomes  
1e Designing Coherent Instruction |
| **Domain 2: The Classroom Environment**                                   | 2b Culture of Learning |
| **Domain 3: Instruction**                                                 | 3a Communicating with Students |
| **Domain 4: Professional Responsibilities**                               | 4f Showing Professionalism |
| **Language Use**                                                          | Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language. |
| **Domain 2: The Classroom Environment**                                   | 2a Creating and Environment of Respect and Rapport |
| **Domain 3: Instruction**                                                 | 3a Communicating with Students  
3b Using Questioning and Discussion Techniques  
3c Engaging Students in Learning |
| **Domain 4: Professional Responsibilities**                               | 4f Showing Professionalism |
| **Instructional Strategies**                                              | Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding. |
| **Domain 1: Planning and Preparation**                                    | 1a Demonstrating Knowledge of Content and Pedagogy  
1b Demonstrating Knowledge of Students  
1e Designing Coherent Instruction |
| **Domain 2: The Classroom Environment**                                   | 2a Managing Student Behavior |
| **Domain 3: Instruction**                                                 | 3b Using Questioning and Discussion Techniques  
3c Engaging Students in Learning  
3d Using Assessment in Instruction  
3e Demonstrating Flexibility and Responsiveness |
| **Domain 4: Professional Responsibilities**                               | 4f Showing Professionalism |
| **Student Engagement**                                                    | Active participation activities, strategic grouping and interactive lessons lead to full student engagement |
| **Domain 1: Planning and Preparation**                                    | 1d Demonstrating Knowledge of Resources  
1e Designing Coherent Instruction |
| **Domain 3: Instruction**                                                 | 3b Using Questioning and Discussion Techniques  
3c Engaging Students in Learning  
3d Using Assessment in Instruction |
| **Domain 4: Professional Responsibilities**                               | 4f Showing Professionalism |
| **Assessment Data**                                                       | Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A. |
| **Domain 1: Planning and Preparation**                                    | 1f Designing Student Assessments |
| **Domain 3: Instruction**                                                 | 3d Using Assessment in Instruction |
| **Domain 4: Professional Responsibilities**                               | 4a Reflecting on Teaching  
4b Maintaining Accurate Records  
4f Showing Professionalism |
Questions??

Thank You!

Language Acquisition
TUSD 2016
As educators of linguistically and culturally diverse students we face choices with respect to how we view language and human potential. Is language the means of interpreting our increasingly complex world and mobilizing intellect, imagination, and identity to create new knowledge and act on social realities or is it simply a set of sounds and symbols and the codes that bind them? Can our society benefit from all the intelligence, imagination, and multilingual talent it can get or should schools develop these attributes only among a privileged elite while focusing on English-only basic skills for those constructed as incapable of independent learning?

*Jim Cummins 2003*