ADE Monitoring Feedback from LAD Walkthrough

Kinder	1st	2nd	3rd	4th	5th
*Long term ELD Sub-Saucedo- Recommendations: • Ensure 50/50 balance between student and teacher. • Post student friendly objectives accessible to student (standards were posted but located above word wall) • Ensure consistent schedule with all 4 domains listed correctly on lesson plans and schedule- Oral English Language Development. • Language standard 2 was not evident in lesson plans. • 2-hour block needs to be consistent daily in schedule and in plans. • Data notebook with student roster needs to be placed near the lesson plans. • Instruction needs to be student-directed.	**DL-Robles- Recommendations:** • Clarify language of instruction in lesson plans. • Ensure that the TWDL Model and student roster are with lesson plans. • Incorporate 45 minutes of ELD instruction according to TWDL and aligned to ELP Standards. **Other Recommendations:** • Consistent use of Imagine Learning Español, **Highlights:** • Teacher maintained language of instruction. • Students were engaged and on task. • Evidence of use of technology with students.	**DL-Bustillos- Recommendations:** • Could not find lesson plans **Other recommendations:** • No data **Highlights:** • Using document camera • Spanish usage was evident • Using Lotta Lara • Objective posted and congruent to instruction	**DL-Bouwens- Recommendations:** • Post schedule with time allocations • Ensure that the schedule, lesson plan and instruction is congruent (team came at 10 and class was at PE though the lesson plans indicated that they should have been in science instruction) **Other Recommendations:** • Post exemplar student work in Spanish and English. • Increase rigor for classroom instruction • Use time more effectively (spent 15 minutes setting up a t-chart with students in their notebooks) **Highlights:** • Student roster and some data were available with lesson	**DL-Mendivil- Highlights:** Outstanding! A good model for other teachers to observe. • Lesson plans were readily available and were very clear regarding language of instruction, ELD/SLD block, language objectives, and College & Career Ready Standards • Student roster was with lesson plans. • Student work reflected 50/50 in English and Spanish. • Students were engaged and on task. **Other recommendations:** • Consistent use of Dictado & Achieve 3000 **DL GATE -Ayon: Recommendations:** • Make accessible the	**DL-Reyna- Recommendations:** • Change Avenues to ELD instruction in lesson plans. • Attach ELP standards in place of common core during ELD instruction. • ELD time allocations need to be consistent (15 minutes listed today- 45 minutes yesterday) **Other recommendations** • Avenues instruction during silent reading for practicing fluency. **Highlights:** • Anchor charts were displayed in Spanish and English. • Posted student work was in both languages. **V-63, p.1** • Posted work had

• Students need to respond in complete sentences. • Ensure that the correct standards are placed in the correct time allocations. **Other Recommendations:** • Lesson plans should be in a 3-ring binder. **Highlights:** • Good classroom management. • Avenues materials were visible in the room. **DL-Rodriguez-Recommendations:** • PHLOTE List not found • ELP Standards • No data on Imagine Learning Español …..needs help with this **Other Recommendations:** • Work on "attention" signal • Classroom management **Highlights:** • Students speaking Spanish • Spanish evident in classroom • Spanish chants/songs	• Evidence of teacher working with students individually. • Evidence of student work and displays in both languages. • Schedule posted in Spanish. **DL-1/2-Ballesteros-Recommendations:** • Provide lesson plans from beginning of the year. • Provide consistent evidence of College & Career Standards in lesson plans. • Clearly indicate language of instruction on posted schedule and in lesson plans. • Provide TWDL Model and student roster with lesson plans. • More student work and displays in Spanish. **Other Recommendations:** • Increase student usage of Imagine Learning Español and Achieve 3000. **Highlights:** • Schedule posted with color coding. • Evidence of Dictado		plans. • Teacher was teaching cognates in science instruction- t-chart with both languages. • Dictados were evident in lesson plans Notes: • Just received ELL last week- ELP standards issues will be addressed in future plans. **DL-Martan-Recommendations:** • 45 minutes of ELD instruction for ELL. Since student is already receiving 1 hour pull-out for intervention, a recommendation was made to use 1 hour of Avenues instruction. • Document 45 minutes of ELD instruction for ELL in lesson plan with ELP standards. • Highlight, bold, or underline ELP standard. It was evident for the Dictado, but it was missed. • Begin Avenues by giving student Avenues Pretest. • Increase 50/50	student roster and highlight ELLS • Code ELP standards accurately in ELD section of the lesson plan • As per the 50/50 program model, provide consistent instruction in Spanish and provide evidence (lesson plan and student work) of meaningful and integrated Spanish instruction in content areas • Increase quantity and availability of Spanish language materials • Increase rigor and expectations to reflect targeted GATE instruction. **Other recommendations:** • Post more student work in both languages • Instruction needs to be congruent with the lesson plan and schedule and times need to be posted on schedule • Use bold type or headings to clarify language of instruction so instruction matches program model. especially in content area • extend 50/50 model	posted objectives. • Data notebook was extensive. • Student roster was available with the lesson plans and data notebook. • Achieve 3000 roster was available and daily schedule was posted. **DL-Figueroa-Recommendations:** • Indicate language of instruction in lesson plans. • Provide TWDL Model with lesson plans. • Display student work and learning resources in Spanish. • Include ELP Standards for the 45 minutes of ELD. Can use The DIctado and Achieve 3000. **Other Recommendations:** **Highlights:** • Word walls in English and Spanish. • Students were engaged and on task. **V-63, p.2**

and Locations in lesson plans. • College & Career Coding indicated in lesson plans. **1/2 ELD-Hoffman** **Recommendations:** • Correctly code AZ ELP standards and include stem and performance indicator. Stem was not evident. • Ensure objectives are congruent to plans, lesson and posted student friendly objectives • Ensure teaching is congruent to plan and time allocation • Increase student language use to a 50/50 balance of teacher and student language use • Encourage students to respond in complete sentences • Keep e-Assessments up to date in order to appropriately guide instruction • Include 4 hour template lesson plans in lesson plan binder. Currently only Avenues lesson plans for previous weeks are		balanced language use by teacher and student • Encourage students to speak in complete sentences. • Lesson plan indicated that math lesson would be in Spanish, but evidence on the board displayed it was given in English. Recommendation for teacher to teach in the designated language as indicated on lesson plan for congruency purposes. **Other** **Recommendations:** • Post math display in Spanish. **Highlights:** • Lesson plans look great • The schedule, plans, and data notebook were labeled correctly • Had a data notebook • Had PHLOTE list included in data notebook. • Spanish and English work displayed • Anchor charts are displayed in both languages • Student friendly	specialized content areas outside of language arts **Highlights:** • Use of The Dictado apparent in plans and student notebook; students are excited about it • Use of Achieve 3000 in English, will be starting Spanish this month • Some student work posted in both languages • Some informational charts posted in both languages	**DL GATE-Maytorena-** **Recommendations:** • Document Language objective • Document Language use (When English when Spanish) • Document ELL differentiation (guided reading) **Other recommendations** • No data **Highlights:** • Spanish is evident • Annotation strategy • Student work in Spanish • The Dictado in lesson plans

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evident.

Other recommendations:
- Primarily use the recommended ELD adoption instead of two reading programs
- Do not code common core during ELD instruction (only code ELP standards for this time)
- Encourage more active participation strategies such as buddy buzzing

- Post student work to reflect instruction in all areas (observed writing only)
- Had incomplete data binder

Highlights:
- Plans, schedule and student friendly objectives were easily accessible.
- 4 hour template included for this week.
- Differentiation of instruction was evident in the way she grouped students by grade level and the use of ELD materials
- Classroom set-up was conducive for learning
- Student rosters were

objectives are posted.
- Teacher attempts to remain in language of instruction for clarification.
- Foss work was evident it was taught in Spanish.

ELD-3/4-Long Term Sub-Escarcega-Recommendations:
- ELD time allocations need to be posted
- ELD lesson plans with ELP standards need to be constructed.
- Student friendly objectives need to be posted.

Other recommendations:
(She not be visited since she is a sub.)
Highlights:
- Students were on task

DL-3rd/4th -Urquijo:
Recommendations:
- Indicate language of instruction
- Code AZCCR standards and ELP standards correctly
- Indicate day and time of instruction for specific lesson in each subject area
- As per the 50/50 program model,

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present.

- Students were well behaved and engaged.
It was evident they were used to a routine

DL- 1ˢᵗ/2ⁿᵈ GATE- Mrs. Michel:
Recommendations:

- Highlight ELLS on PHLOTE list
- List times on your posted schedule; make them congruent to times listed on the lesson plan
- use bold type or highlighting or headings to clarify language of instruction

Other Recommendations:

Highlights:

- Student work in both languages posted with accompanying objectives
- Content instruction and student interaction in Spanish was very evident
- Differentiated materials in Spanish were visible and accessible to students

provide instruction in Spanish and provide evidence (lesson plan and student work) of meaningful and integrated Spanish instruction in language arts and content areas

- Instruction, lesson plan and schedule need to be congruent
- Highlight the ELLs on the PHLOTE list provided
- Utilize Spanish resources and make accessible to student

Other Recommendations:

- Post more student work in both languages, instead of manufactured posters
- Incorporate bilingual and SIOP strategies in instruction and lesson plans

Highlights:

- Spanish language materials are somewhat visible in the classroom
- Lesson plans were accessible from the beginning of the year to present
- Classroom management, procedures and

	• Continually and integration of Spanish instruction were apparent in all content areas • Word walls in both languages were visible and separated • Extensive use of bilingual and SIOP strategies evident in instruction, lesson plans, & schedule • Extensive use of all available resources evident *Obvious valuing of Spanish and implementation of program model		• routines in place • Literate environment • Based on student input and visual evidence, math instruction is his strength		

LAD Follow Up:
Review of the TWDL Model
Coding of ELP Standards
Evidence of Language of Instruction-Schedule, lesson plans, instruction

All teacher s are required to attend an ADE Monitoring workshop. Follow-Up workshop is being offered on Dec. 10 at Hollinger.	1/2 ELD-Needs assistance in coding and documenting ELP Standards for all domains.	Check for hardcopies of lesson plans from the beginning of year.	Teacher will be adjusting lesson plans and schedule to accommodate ELD instruction. LAD will follow up at Dec. 10th workshop. 3/4 ELD-Pending notification from ADE on monitoring status. Follow up may be required.		Teacher is scheduled to attend training on Dec. 10th.

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