

School: Grijalva

Date: 12/4/2014

ADE Monitoring Feedback from LAD Walkthrough

Kinder	1st	2nd	3rd	4th	5th
<p><u>DL/Aquino-White</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • 1 ELL needs to be placed in ELD class • ELP Standards/ELD Block not needed • Provide full-days lesson plans that include language of instruction as well as on schedule • Provide copy of TWDL with lesson plans • Use College & Career Readiness Standards for all content areas • Post student friendly objectives large enough for student use <p><u>Other</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Provide AV cart for doc camera (any way to locate a proxima for this class) • Add visuals to Grammar Wall • Utilize Lotta Lara and 	<p><u>DL/Ruopp</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Prompt for more 50/50 teacher/student responses in complete sentences in Spanish • Provide hardcopies of lesson plans from August • Post student friendly language objectives for student use <p><u>Other</u> <u>Recommendations:</u></p> <p><u>Highlights:</u></p> <ul style="list-style-type: none"> • Student work is displayed in both languages • Lesson plans indicated TWDL Model (80/20) • SIOP, Preview/Review strategies evident during instruction • Students using Imagine Learning 	<p><u>2/3 ELD /Gamboa</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Provide ELD plans for more than just the current week- Place in binder so they are easily accessible • Document lessons for each day of the week. (Some days were missing) • Include the date on all lesson plan templates. Oral English Conversation and Vocabulary Lesson Plan template and the Reading Template were missing the date • Include Listening and Speaking ELP standards in the Oral English Conversation and Vocabulary Lesson Plan template • Document focused objectives on the template. Too many 	<p><u>DL/Lopez</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Indicate language of instruction with 50/50 model in lesson plans with a code, highlights, etc. • Add 45 minutes of ELD instruction for ELL (Use Achieve 3000 linked to an ELP Standard and College & Career Readiness) • Prompt for more 50/50 teacher/student responses in complete sentences in Spanish • Post student friendly language objectives for student use • Provide hardcopies of lesson plans from when you started • Include student roster with lesson plans • Post anchor charts and student work in 	<p><u>DL/Siqueiros</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • no lesson plans available • no student roster • materials we only saw Trofeos, trade books • increase use of Dictado ...saw two in student notebooks • more student in both languages • -evidence of 50/50 model when you walk into classroom • No daily schedule • Post student friendly objectives <p><u>Other</u> <u>recommendations:</u></p> <p><u>Highlights:</u></p> <ul style="list-style-type: none"> • Students making effort to communicate in 	<p><u>DL/Cirerol</u> <u>Recommendations:</u></p> <ul style="list-style-type: none"> • HC of entire year lesson plans • PHLOTE ... ELLs highlighted on PHLOTE list • More informational text in Spanish on the walls • Post student friendly objectives • Highlighting language of instruction • Document materials to support language of instruction (Trofeos etc.) • Encourage the increase of using Dictado • Increase usage of Achieve 3000 • No daily schedule <p><u>Other</u> <u>recommendations:</u></p> <p><u>Highlights:</u></p> <ul style="list-style-type: none"> • Clear coding of ELP standards V-64, p. 1

<p>The Dictado teaching strategies</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Strong evidence of Spanish language instruction that reflects a 90/10 model • High level of rigor and expectation for Spanish language development • Good quantity of Spanish language materials and resources (leveled little readers, posters, charts, grammar wall, word wall, graphic organizers) • Evidence of the use of Imagine Learning Español with student work • Many student artifacts in Spanish <p>ELD/Jimenez Montano Recommendations:</p> <ul style="list-style-type: none"> • Correctly code ELP standards in plans and when posted • Ensure ELP standards are congruent with Time Allocations • Correctly label the time allocation Oral English Conversation and Vocabulary • Include Listening and 	<p>Español</p> <ul style="list-style-type: none"> • Utilizing Lotta Lara, The Dictado and Cancionero strategies • All students engaged with hands-on math activity in Spanish • Collects video documentation of students with Lotta Lara-Dialogue (text that teacher developed) • Anchor charts in both languages as a learning resource • Organized classroom and lesson plans • Utilized TA for student support <p>ELD/Zuniga Recommendations:</p> <ul style="list-style-type: none"> • Ensure posted schedule is congruent to lesson plans and instruction (corrected during visit) • Take down schedule and objectives on red paper that are placed on clock. • Clarify the student friendly objective to ensure it matches the ELP standard and domain • Make the objectives 	<p>listed in the Reading Time allocation</p> <p>Other recommendations:</p> <ul style="list-style-type: none"> • Word wall has 19 words, 14 are student's names • Utilize Grammar word wall- Student had limited knowledge of how to use the Grammar <p>Highlights:</p> <ul style="list-style-type: none"> • Posted Grammar wall • Anchor chart for Reading • Objectives posted • Sight words pocket chart • Avenues materials are in use • Avenues vocab posted <p>DL/Van Pratt Recommendations:</p> <ul style="list-style-type: none"> • Ensure student data reports or usage reports are available (DRA, ATI, Achieve 3000, Imagine Learning Español) • Print the classroom schedule in you lesson plans and post it t by objectives on the board • Ensure student respond in complete 	<p>reflect 50/50 model</p> <p>Other Recommendations:</p> <p>Highlights:</p> <ul style="list-style-type: none"> • Math lesson all in Spanish which was congruent with lesson plans • SIOP strategies were utilized during math lesson with students- frontloaded vocabulary • All students were engaged and actively participating in Spanish • Schedule was posted clearly • Teacher-made anchor charts in math • Organized classroom • College & Career Ready Standards were included in lesson plans • Evidence of student work displayed in Spanish • Purposeful transition from the total group math lesson 	<ul style="list-style-type: none"> • Students enthusiastic about Dictado • Some Spanish trade books available and students had access to them <p>4/5 ELD/Barrett Recommendations:</p> <ul style="list-style-type: none"> • Ensure Listening and Speaking ELP codes are documented in the Oral English Conversation and Vocabulary section of plans and instruction • Encourage a 50/50 balance of language use by the teacher and student • Encourage students to respond in complete sentences <p>Other Recommendations:</p> <ul style="list-style-type: none"> • Post exemplar student work especially in the area of Grammar • Ask high level questions • Use visual scaffolds 	<ul style="list-style-type: none"> • Clear description of lesson itself • Funds of knowledge rich home school connectionDía de los Muertos.....x-mas recipe book • Lots of student work in Spanish • Individual reading boxes with self-selected trade books in both languages • Excellent use of materials in both languages..... • Trofeos, Avenues, Scholastic etc.
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<p>Speaking ELP standards in the Oral English Conversation and Vocabulary time allocation</p> <ul style="list-style-type: none"> Document ELP standards for 2 hour ELD block (both common core and ELP were being partially documented) Instruction was not observed <p>Other Recommendations:</p> <ul style="list-style-type: none"> Correctly code ELP standards in plans and when posted Ensure ELP standards are congruent with Time Allocations Correctly label the time allocation Oral English Conversation and Vocabulary Include Listening and Speaking ELP standards in the Oral English Conversation and Vocabulary time allocation Document ELP standards for 2 hour ELD block (both common core and 	<p>access to students and ensure to visit them before, during and after the lesson</p> <ul style="list-style-type: none"> Increase rigor of lesson and differentiate instruction to meet the needs of the learners Ensure understanding of lesson plan template so all is where it needs to be. (discussed with teacher during visit) Ensure coded ELP standard at the appropriate level (LI or HI) and a student friendly objective are included for every lesson/activity (discussed with teacher during visit) Ensure to include in the template a description for each activity Increase student talk to 50/50 Ensure to utilize the ELD Adopted materials, Avenues, over Trophies materials <p>Other Recommendations:</p> <ul style="list-style-type: none"> Increase modeling of I do, We do, you do 	<p>speaking and writing</p> <ul style="list-style-type: none"> During the sequencing Dictado, insure to include some transition words so that the paragraph flows better (work on board in hallway) Include math vocabulary in Spanish as you introduce money In ELD instruction, ensure that you are picking a ELP standard at the low or high intermediate levels, since the majority of the ELLAR No's are at the Intermediate level on AZELLA Ensure 70/30 language of instruction and not 50/50 alternating weeks. <p>Other recommendations:</p> <p>Highlights:</p> <ul style="list-style-type: none"> Uses TPR and sheltering strategies to make Spanish comprehensible for her Native English speaker who are at a basic level 		<p>Avenues picture cards for vocabulary words where student are struggling</p> <ul style="list-style-type: none"> Visit student friendly objective before, during and after the lesson During Oral English Conversation and Vocabulary, have students use strategy of think, pair, share <p>Highlights:</p> <ul style="list-style-type: none"> 4 hour ELD instruction is clearly evident Plans, schedule and lesson were congruent ELP standards were written in student friendly language and were easily accessible to students Evidence of differentiation for each grade level was clear Avenues materials were in use 	
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<p>ELP were being partially documented)</p> <ul style="list-style-type: none"> • Instruction was not observed <p><u>Other Recommendation:</u></p> <ul style="list-style-type: none"> • Use Avenues as the primary program for ELD instruction <p><u>Highlights:</u></p> <ul style="list-style-type: none"> • Posted student work reflected all areas of instruction • Anchor charts were posted for Reading and Math • Word wall was easily accessible and clearly being used • Print rich environment • Avenues materials were in use • Evidence of assessment was present • Lesson plans and data notebooks were easily accessible 	<ul style="list-style-type: none"> • Make course more intentional visualize when problem sports might be • Model the you want to use • Provide the expected language structure by providing sentence frames on sentence strips <p><u>Highlights:</u></p> <ul style="list-style-type: none"> • ELP standards were used in the lesson plan and posted in std. friendly language • Good anchor charts • All student and teacher materials were English • E-Assessment data was available (Pretest, Unit 2) include Unit 1 and future results • Student roster was available and ELLs were highlighted • In grammar and writing time allocations the objectives in the lesson plans were congruent with the posted. <p>Teacher very receptive to refinements and obviously interested in making the needed changes ASAP 😊</p>	<p>Use SIOP strategies and Avenues materials during ELD instruction to support all learners of English</p> <ul style="list-style-type: none"> • Anchor charts were available in Eng. & Spa. For Language Arts • Cognate chart, grammar wall, and EEI instructional strategies charts were visible • During visit, students and teacher were speaking and writing in Spanish • AZ CCRS were included in lesson plans and objectives were listed in Spanish • Class schedule was posted in both languages • Std. work in Spanish was evident, seemed low rigor but student s' language proficiency levels are very basic according to the teacher • Incorporates ELD instruction for 45 minutes daily and correctly codes the ELP standards 		<ul style="list-style-type: none"> • ELP standards were evident • Using 4 hour templates since beginning of school year • SIOP strategies were evident in lesson plans <p><u>Additional notes:</u> Some student work was in primary language</p>	
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ADE Monitoring workshop on Dec. 10th at Hollinger from 2-4:00.

Check placements of ELLs, ELLARs in both ELD and DL

Specialist will follow up on the following:

<p>DL-K revisit lesson plans for evidence of College & Career Ready Standards</p> <p>DL-Language of instruction indicated in lesson plans</p>	<p>Revisit ELD teacher's lesson plans.</p> <p>DL class needs to provide hardcopies of lesson plans from beginning of the year.</p> <p>DL-Language of instruction indicated in lesson plans.</p>	<p>Revisit to observe instruction in 2/3 ELD classroom. Schedule visits to other ELD combo teachers. Continue support with instruction and compliance requirements. Include invitations to dept. ELD trainings.</p> <p>Revisit to observe instruction in 2nd Gr. DL classroom.</p> <p>Monitor Achieve 3000 usage in dual classroom.</p>	<p>DL-Language of instruction indicated in lesson plans</p> <p>Monitor Achieve 3000 usage in dual classroom.</p>	<p>Check for lesson plans and visit classroom when teacher is present.</p> <p>Check for The Dictado in lesson plans and instruction.</p> <p>Monitor Achieve 3000 usage in dual classroom.</p>	<p>Check for The Dictado in lesson plans and instruction.</p> <p>Monitor Achieve 3000 usage in dual classroom.</p>
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