### ADE Monitoring Feedback from LAD Walkthrough

**School:** Grijalva  
**Date:** 12/4/2014

#### DL/Aquino-White Recommendations:
- 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

#### Other Recommendations:
- Provide AV cart for doc camera (any way to locate a proxima for this class)
- Add visuals to Grammar Wall
- Utilize Lotta Lara and

#### DL/Ruopp Recommendations:
- 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

#### Other Recommendations:
- 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

#### DL/Gamboa Recommendations:
- Provide ELD plans for more that 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

#### DL/Siqueiros Recommendations:
- 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

#### DL/Cirerol Recommendations:
- 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

#### Highlights:
- Students making effort to communicate in

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**Highlights:**
- Clear coding of ELP standards V-64, p. 1
### Highlights:
- 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

### ELD/Zuniga Recommendations:
- 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

### DL/Van Pratt Recommendations:
- 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

### Other Recommendations:
- Students enthusiastic about Dictado
- Some Spanish trade books available and students had access to them

### Recommendations:
- Math lesson all in Spanish which was congruent with lesson plans
- SIOP strategies were utilized during math lesson with students-
- 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

### Recommendations:
- Post exemplar student work especially in the area of Grammar
- Ask high level questions
- Use visual scaffolds
Speaking ELP standards in the Oral English Conversation and Vocabulary time allocation

- Document ELP standards for 2 hour ELD block (both common core and ELP were being partially documented)
- Instruction was not observed

Other Recommendations:

- 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 Accessibility

access to students and ensure to visit them before, during and after the lesson
- 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

Other Recommendations:

- Increase modeling of I do, We do, you do
- During the sequencing Dictado, insur 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.

Other recommendations:

- 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

Highlights:

- Uses TPR and sheltering strategies to make Spanish comprehensible for her Native English speaker who are at a basic level
- Visit student friendly objective before, during and after the lesson
- During Oral English Conversation and Vocabulary, have students use strategy of think, pair, share
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- During Oral English Conversation and Vocabulary, have students use strategy of think, pair, share

Highlights:
ELP were being partially documented.

Instruction was not observed.

**Other Recommendation:**

Use Avenues as the primary program for ELD instruction.

**Highlights:**

- 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.

- Make your lesson 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.

**Highlights:**

- 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.

Teacher very receptive to refinements and obviously interested in making the needed changes ASAP.

- Uses SIOP strategies and Avenues materials during ELD instruction to support all learners of English.
- 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.

**Additional notes:** Some student work was in primary language.

- Using 4 hour templates since beginning of school year.
- SIOP strategies were evident in lesson plans.

E-Assessment is evident.

Using 4 hour templates since beginning of school year.

V-64, p. 4
LAD Follow-up
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:

| DL-K revisit lesson plans for evidence of College & Career Ready Standards | Revisit ELD teacher’s lesson plans. |
| DL-Language of instruction indicated in lesson plans | 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. Revisit to observe instruction in 2nd Gr. DL classroom. Monitor Achieve 3000 usage in dual classroom. |
| DL-Language of instruction indicated in lesson plans | DL-Language of instruction indicated in lesson plans |
| | Check for lesson plans and visit classroom when teacher is present. |
| | Check for The Dictado in lesson plans and instruction. Monitor Achieve 3000 usage in dual classroom. |
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