

School: Pistor Middle School

Date: December 8, 2014

# ADE Monitoring Feedback from LAD Walkthrough

ELD Albertson	6 <sup>th</sup> DL Math Sinohui	6 <sup>th</sup> DL GATE LA Cruz	7 <sup>th</sup> DL SS Espinosa	6 <sup>th</sup> DL SS Marshall	7 <sup>th</sup> DL GATE Escarcega-Tapia	ILLP content teachers
<p><b>Recommendations:</b> Lesson plans are not available</p> <p>Grammar, vocabulary and L/S must be included everyday</p> <p>2 periods must be delineated by objectives and ELP standards – one with Grammar and the other with L/S and vocabulary</p> <p>Students were busy but not all “actively engaged”</p> <p>Teacher talk predominates</p> <p><b>Highlights:</b> ELP Standards posted Instruction on grammar Techniques being used include: Dictation Lotta lara Achieve 3000</p>	<p><b>Recommendations:</b> Lesson plan must be available</p> <p>Lesson plan must show language of instruction</p> <p>There must be evidence of DL program in the classroom (student work, texts, language of instruction, posted work, lesson plans)</p> <p><b>Highlights:</b> Mr. Sinohui was receptive to our recommendations.</p>	<p><b>Recommendations:</b> Language Arts teacher in a DL program should be able to collaborate with Spanish Language Arts teacher so that instruction can complement each other.</p> <p><b>Highlights:</b> Lesson plans are in place Objectives are clearly posted Plenty of student work posted, showing high rigor and high expectations. Inviting atmosphere</p> <p>Integrating Achieve 3000 Dictations Content (SS) integrated into Language Arts</p>	<p><b>Recommendations:</b> Lesson plan must be available, rather than on computer files</p> <p>Lesson plan must show language of instruction</p> <p>There must be evidence of DL program in the classroom (student work, texts, language of instruction, posted work, lesson plans)</p> <p><b>Highlights:</b> Objectives are clearly posted. Students read the objective Students engaged in learning</p> <p>Integrating Achieve 3000</p> <p>Spanish materials are being used</p>	<p><b>Recommendations:</b> Substitute – were not able to observe</p> <p>No lesson plan was available</p> <p>No evidence of Spanish use in class. Students said that they never use Spanish</p> <p><b>Highlights:</b> Language objective was posted.</p>	<p><b>Recommendations:</b> Lesson plans should explain language of instruction.</p> <p><b>Highlights:</b> Lesson plans are in place Objectives are clearly posted in both English and Spanish. Vocabulary posted in both English and Spanish. Plenty of student work posted, showing high rigor and high expectations. Inviting atmosphere Ms Escarcega was receptive to our recommendations</p>	<p><b>Recommendations:</b> ILLP teachers must have quarterly ILLPs, updated with reviews.</p> <p>ILLP teachers must have roster with AZELLA levels</p> <p>ILLP teachers must have evidence of ELP standards in lesson plans/ student work and/or instruction</p> <p>ELP Quarterly standards should be posted in classroom.</p> <p><b>Highlights:</b> Teachers seemed receptive to responsibilities</p> <p>All instruction and materials are in English</p>

DL classes should not be offered when ELD classes are offered during 1<sup>st</sup> and 2<sup>nd</sup> periods, and all ELLs are in ELD classes during these two periods.

Collaboration among DL teachers will result in a stronger program. Currently teachers cannot collaborate due to master schedule conflicts.

Strict adherence to language of instruction. This can be by day, unit, lesson, component of lesson, but should be clearly delineated and evident in lesson plans, in instruction and in student work.

Most teachers did not have hard copy of lesson plans.

Positive is the school seems to have plenty of materials in Spanish.

Positive is that teachers all have posted objectives.

ILLPs must be in each teachers' possession and must be updated every quarter. Standards selected for ELP must be evident in teachers' lesson plans and/or instruction.

LAD recommends that Ms Albertson get a sub for a day to get ILLPs up-to-date.