



Robert F. Kennedy High School

Class Observed: _____ Date _____
 Beginning Middle End **Robert F. Kennedy High School**

Beginning of Class	Integrated EL Strategies
Rapport ---Greet students - establishes rapport with students ---Class culture is safe and welcoming ---No wasted time ---Warm-up is posted and ready for students ---Students have established routines Objective ---Lesson objective posted ---Teacher reviews lesson objective and plan for the day ---References Past, Present, and Future ---Connects to overall Graduation Outcomes: RFK/GLOBAL	Vocabulary Development ---Develops concept definition ---Attaches a label to prior knowledge ---Clarifies multiple meaning ---Uses synonyms ---Defines new words ---Explains homophones ---Breaks words into recognizable parts ---Uses academic relationships words ---Defines words in Context of lesson
During Instruction	Reading & Writing
Direct Instruction --- (Teacher) I do, (Class) we do, (Individual) you do ---Modeling, Scaffolding ---Connecting the Lesson with Real Life Applications ---Guided Practice, Visual aids ---Use of vocabulary Actively Engaged Students and Checking for Understanding ---Communication: Students write, verbalize, pair-share... ---Collaboration: Students are given multiple opportunities to participate individually, in groups and whole class. ---Creativity & Innovation: Time on tasks that target high order/ high DOK levels ---Pronounce with me ---Track with me	---Reading sentences: students track and read chorally ---Reading whole word: students listen while looking at word, then repeat ---Reading initial sounds of words ---Syllabicate words ---Students write new words ---Student elaborates in writing
	Listening & Speaking
	---Enunciate clearly ---Chunk words for pronunciation ---Pronounce words physically ---Connect to known sounds ---Emphasize inflectional endings ---Build inflectional endings

An instruction monitoring tool was created for classroom walk throughs. The administration uses this tracker to note things observed within the expectations of the classroom. The form is used to support teachers with equitable classroom practices. Teachers are used to model strategies. Teachers who need support are paired with teachers who excel in the noted area.

Data Analysis Protocol

Team: _____ Teacher: _____ Date: _____

The following analysis is based on our team's common assessment of the following essential learnings:

- Which of our students need additional time and support to achieve at or above proficiency on an essential learning?

 How will we provide that time and support? _____

- What is our plan to enrich and extend the learning for students who are highly proficient?

- What is an area where my students struggled? _____
 What strategies were used by teammates whose students performed well?

- What is an area where our team's students struggled? _____
 What do we believe is the cause? _____
 What is our plan for improving the results? _____

The data analysis is gathered through the resource shown to the left. The "Data Analysis Protocol" is used at every PLC meeting and then students are placed in 7th period and/ or boot camp to help with academic gaps. If the data shows a behavior need, then the team notifies the counselor. If English Language support is needed, then the ELD department is notified. Students that need more challenges are also sought and specialized instruction identified.



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 HOME OF THE THUNDERBIRDS

Four Questions that Drive our Collaboration Time

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students don't learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Department: _____

Agenda Item	Target/Department Goal Who and Where	Outcome (What exactly took place)	Action Items Who and What?	Timeline: By When?	Follow Up

The form to the left is used by PLC's on late start days that occur every other week. The questions are reviewed with the department and shared with administration.