



Washington Academic Middle School

National School to Watch

1705 10th Street, Sanger, CA 93657 Phone 559.524.7015 Fax 559.875.6365





Principal - Jamie Nino

Vice-Principals – Mark Coleman ❖ Amy Jones ❖ Jimmy Robles
Yolanda Shahbazian ❖ Sokunveary Siv

March 4, 2015 Instructional Rounds

From: Siv, Speer, Chung, Cuellar, Marquez, Mouanoutoua, Velazquez, Waite and Watkins

Thank you for allowing us to learn from you through Instructional Rounds. During our visit, we observed the following instructional strategies:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student Academic Collaboration</p>		<p>ELA</p> <ul style="list-style-type: none"> • Pro/Con activity, students were given wait time to think of different pros and cons so they were ready to discuss with partner. • Tied to evidence that they have been doing with articles previously in their unit. • Students reading to each other and looking for mistakes. Students charted their progress to see if they made improvements. • Students were talking about dependent clauses, students were given a paragraph and they had to reword and change it around so the paragraph was clear. Teacher gave sample paragraph to have students compare to their own paragraph – similarities and differences and WHY it was written that way • Pro/Con rebuttals, students had to be ready for what they would say back to the person. • Pro/Con T-chart as a tool for students. <p>Social Studies</p> <ul style="list-style-type: none"> • Students shared out their opinions about how phones would evolve 20 years from now. • Students had questions that they were answering using an article, next they had questions and had to answer them without using their resources. • Do it, Hide it and Hide it again. It was not just transferring information. Students were having dialogue about the branches of government.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Action 2</p>		<p>ELA</p> <ul style="list-style-type: none"> • Unit had checklists, rubrics, lessons were step by step and flowed nicely • Pro/Con activity directions modeled with students, showing non-example. • Speaker and Director Role, switching back and forth. Challenged students to go back and forth between Pro and Con • Peer editing, rubric provided for things to look for with mechanical and content errors. • Gave a peer editing paper so students knew what to look for • Student gave 0-5 on hands to communicate with the teacher the time needed to accomplish the task.





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Core Action 2 Continued		<ul style="list-style-type: none"> • Thumbs up thumbs down to check for understanding. • Wrote numbers next to where they needed to critique the peer paper, then on a different paper they separated comments into content or mechanical. • Series of 7 prompts to choose from in the pro/con activity. • Teacher used student work to model how to edit a paper. <p>Social Studies</p> <ul style="list-style-type: none"> • Time given for grade level work, students working in groups • Showed a video from the 50's, teacher was narrating during the movie to point things out. • Teacher walked around to guide students' conversation. • Teacher used students' statements or writings to reteach.
Other Practices and what we WANT to implement.		<ul style="list-style-type: none"> • Instead of using partner A or partner B go first, teacher said whoever has lighter colored shirt goes first or shortest/longest hair, etc. • Had students stand so teacher can define the student role in the activity. • Using LAMP and altering it to CAMP (Checking All Math Problems). Having a checklist to match the problem. • Utilizing peer editing to do with math word problems. Doing it whole class and having students think cognitively on how they are answering the question. • Checklists of what to look for with math problems • Utilizing T-Charts to have students chart what they did correctly and what they did incorrectly. • Separate students' work on wall by period. Grade reports with missing assignments (visual example). • Use the idea of picking partners based off of different things instead of Partner A or Partner B.

