

2018 Master Plan for English Learners and Standard English Learners Facilitators Guide

2018 Master Plan for English Learners & Standard English Learners

Introductory Course

Content:

Banked Tuesday

Approximate Time Frame:

60 minutes

Copyright:

2018



Division of Instruction
Los Angeles Unified School District



Session Summary

Participants' Learning/Performance Objectives

By the end of this training, participants should be able to understand:

- To understand the components of the 2018 Master Plan for ELs and SELs and
- To build a common understanding of an assets-based approach to instruction.


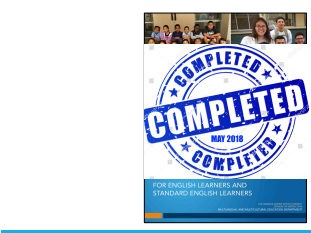
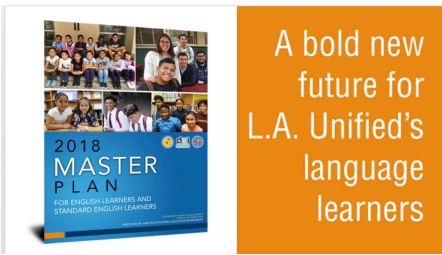
Tools and Materials

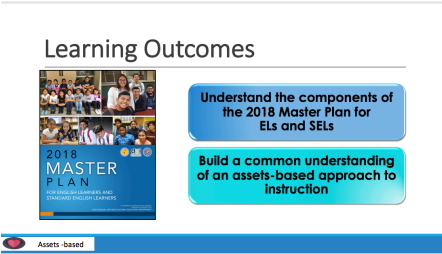
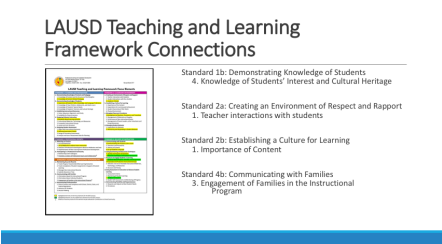

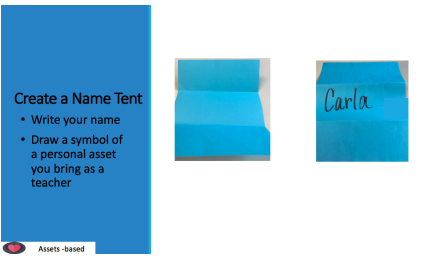
Equipment

- PowerPoint
- Computer with audio capabilities
- Speakers
- Chart Paper
- 8 ½ x 11 Paper
- Supply Bags/Boxes

Handouts

- 2018 Master Plan Executive Summary (Handout 1)
 - 2018 Master Plan Introduction (Handout 2)
-

Supporting Materials	Presentation Points	Topic
Time: 15 seconds	Welcome participants!	Slide #1 
Time: 30 seconds	Say: <i>The 2018 Master Plan for English Learners and Standard English Learners was completed in May 2018.</i>	Slide #2 
Time: 4 minutes	<p>Say: <i>The 2018 Master Plan for English Learners and Standard English Learners was approved in June 2018. This video highlights the rewrite process and what our stakeholders thought about the new Master Plan. Please listen actively for the essence of the 2018 Master Plan.</i></p> <p>Play Video (3 minutes 40 sec)</p> <p>Say: <i>The 2018 Master Plan for English Learners and Standard English Learners is being phased in this year. This is an introductory course to the 2018 Master Plan. This introductory course is designed to explore the “WHY” of the Master Plan.</i></p> <p><i>Additional courses supporting deeper understanding of topics will be developed in the following order: programs (Chapter 2), English Learner and Standard English Learner instruction (Chapters 4 & 5), family engagement (Chapter 3) and professional development (Chapter 7) as well as Master Plan resources will be available on the MMED website in Fall 2018 and Winter 2019. These courses will focus on the “HOW” of the Master Plan.</i></p>	Slide #3 

Time: 30 seconds	<p>Say: <i>The learning outcomes for today are:</i></p> <ol style="list-style-type: none"> <i>To understand the components of the 2018 Master Plan for ELs and SELs and</i> <i>To build a common understanding of an assets-based approach to instruction</i> 	<p>Slide #4</p> 
Time: 1 minute	<p>Point to the TLF Standards.</p> <p>Say: <i>This 2018 Master Plan Introductory Course supports the following LAUSD Teaching and Learning Standards. Take 30 seconds to read them.</i></p>	<p>Slide #5</p> 
<p>Time: 7 minutes (2 minutes to think/self-reflect on own/5 minutes to share out with whole group/chart)</p>	<p>Say: <i>Take a few moments to reflect on these questions (in table group/elbow partner):</i></p> <ol style="list-style-type: none"> <i>What do you know about the Master Plan?</i> <i>What do you want to learn about the 2018 Master Plan?</i> <p>Bring group back together and chart whole group responses to question #1 and #2 (5 minutes).</p> <p>Say: <i>We will address Next Steps at the end of the session.</i></p>	<p>Slide #6</p> 
<p>Time: 3 minutes</p>	<p>Say: <i>The name tent will be your note-taking device and you will be using it throughout the presentation.</i></p> <ol style="list-style-type: none"> Model folding the 8 ½ x 11 blank paper into a trifold (as shown). Have participants fold paper into a trifold. Have participants write their name on the centerfold (as shown) and draw a symbol of a personal asset they bring to their teaching. <p>Share with an elbow partner.</p>	<p>Slide #7</p> 

4. Whole group share out (1 to 2 volunteers).

Time: 3 minutes

Say: *Here is a timeline of the key events and policies influencing the rewrite of the 2012 Master Plan.*

Point to the first image on the timeline (LAUSD OCR Voluntary Agreement).

Say: *Just before the last Master Plan was finalized in 2012, LAUSD entered into a voluntary agreement with the U.S. Department of Education's Office for Civil Rights on how the District would address the differentiated educational needs of English learners and African American Students.*

Say: *The 2018 Master Plan was written to reflect the shifts in policy at the federal, state and district level. This Master Plan is aligned to the CA ELA/ELD Framework and addresses the following shifts:*

**Since 2011 the LAUSD School Board has passed at least 5 Board Resolutions with implications for English Learners and Standard English Learners.*

**Specifically, in 2014 the Board adopted a resolution to strengthen support for our Standard English Learners throughout the district.*

**The integration of the language and literacy needs for Standard English Learners are addressed throughout the document. Please note that the title of the 2018 Master Plan reflects inclusion of Standard English Learners.*

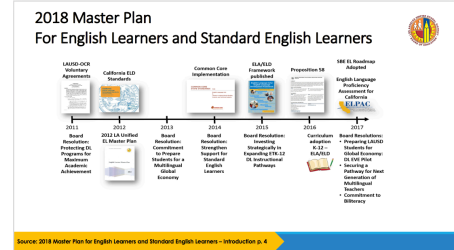
(point) In 2012, California's English Language Development Standards were published.

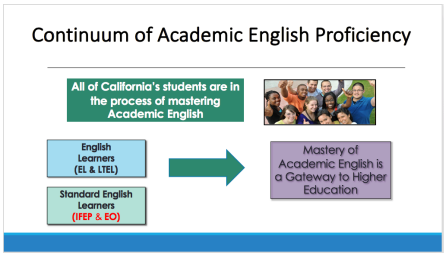
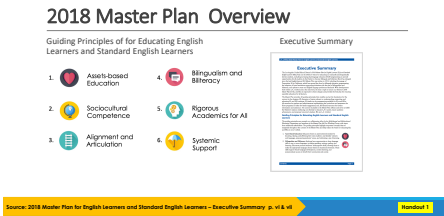
(point) In 2014, Common Core implementation began in LAUSD.

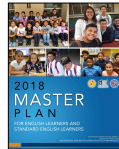

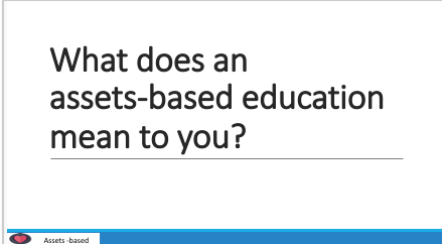

(point) In 2015, The California ELA/ELD Framework was published.

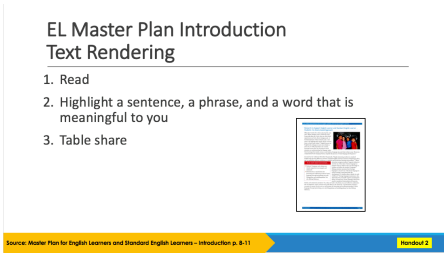

(point) In 2016, Proposition 58 passed in California, support for ELs through use of and instruction in their home enabling languages, and opportunities



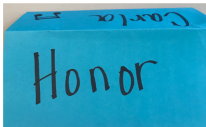

Slide #8




	<p>through dual language education programs.</p> <p>(point) In 2017, the State Board of Education (SBE) English Learner Roadmap was adopted, and CA schools began to use the English Language Proficiency Assessment (ELPAC).</p> <p>Say: How have these events and policies impacted what happens in your classroom? (Have participants share with their elbow partner).</p>
<p>Time: 1 minute</p> <p>Say:</p> <ul style="list-style-type: none"> • All of California's students are in the process of mastering Academic English—including (click) English Learners and (click) Standard English Learners. • In an assets-based approach, we honor the languages our students bring as we help them add Academic English to their language toolkit. • (click) Mastery of Academic English is the gateway to higher education. • The language and literacy needs of Standard English Learners are addressed throughout the 2018 Master Plan for English Learners and Standard English Learners. 	<p>Slide #9</p>  <p>The diagram titled 'Continuum of Academic English Proficiency' shows a progression from left to right. On the left, two boxes are stacked: 'English Learners (EL & LTEL)' in blue and 'Standard English Learners (IFEP & EO)' in green. A large green arrow points from these boxes to a box on the right titled 'Mastery of Academic English is a Gateway to Higher Education'. Above the arrow, a green box states 'All of California's students are in the process of mastering Academic English', accompanied by a small photo of a diverse group of students.</p>
<p>Time: 9 minutes (5 minutes to read/3 minutes to share/ 1minute whole group share out)</p> <p>Distribute the 2018 Master Plan for English Learners and Standard English Learners Executive Summary (Handout 1). (click) Say: These six guiding principles for educating English Learners and Standard English Learners are the foundation for the development and implementation of the 2018 Master Plan. The guiding principles align to the State Board of Education's EL Roadmap-California's new vision for educating ELS and SELS.</p> <p>5 minutes (click) Say: Please take 5 minutes to read the Master Plan Executive</p>	<p>Slide #10</p>  <p>The slide titled '2018 Master Plan Overview' features a central graphic with six numbered guiding principles for educating English Learners and Standard English Learners: 1. Assets-based Education, 2. Sociocultural Competence, 3. Alignment and Articulation, 4. Bilingualism and Biliteracy, 5. Rigorous Academics for All, and 6. Systemic Support. To the right of these principles is a thumbnail image of the 'Executive Summary' document. At the bottom, a source note reads: 'Source: 2018 Master Plan for English Learners and Standard English Learners - Executive Summary, p. vi & vii'. A yellow 'Handout 1' label is in the bottom right corner.</p>

	<p><i>Summary. Pick one key idea that resonates with you.</i></p> <p>3 minutes to talk/share (elbow partner/table talk).</p> <p>1 minute for whole group share out.</p>	
<p>Time: 30 seconds</p>	<p>Say: <i>What's new in the 2018 Master Plan for English Learners and Standard English Learners?</i></p> <p>Review each component as it appears.</p>	<p>Slide #11</p> <p>What's New in the 2018 Master Plan for ELs and SELs?</p>  <ul style="list-style-type: none"> • Updated research and practice on delivery models for comprehensive English Language Development (ELD) • Focuses on assets-based education • Goal of bilingualism and biliteracy for all • Expansion of Dual Language Education Programs <p><small>Source: 2018 Master Plan for English Learners and Standard English Learners - Executive Summary vi</small></p>
<p>Time: 30 seconds</p>	<p>Say: <i>What are other new components in the 2018 Master Plan for English Learners and Standard English Learners?</i></p> <p>Review each component as it appears.</p> <p>Say: <i>Now that you are familiar with the component of the 2018 MP we will build our common understanding on Assets-based education.</i></p>	<p>Slide #12</p> <p>What's New in the 2018 Master Plan for ELs and SELs?</p>  <ul style="list-style-type: none"> • Shifts from Structured English Immersion (SEI) program to Language and Literacy English Acceleration Program (LLEAP) • Updated research and practice in identifying and educating SELs • Incorporates the English Language Proficiency Assessments for California (ELPAC) <p><small>Source: 2018 Master Plan for English Learners and Standard English Learners - Executive Summary vi</small></p>
<p>Time: 1 minute</p>	<p>Individual reflection</p> <p>Say: <i>What does an assets-based education mean to you?</i></p>	<p>Slide #13</p> <p>What does an assets-based education mean to you?</p>  <p><small>Assets-based</small></p>
<p>Time: 5 minutes</p>	<p>(click) Say: <i>Open your Name Tent and write 1-3.</i></p> <p>(click) Say: <i>In section 1, answer the question: What does an assets-based education mean to you? You will complete the remaining sections at a later time.</i></p> <p>Say: <i>Now circle one word that represents your definition of assets-based education.</i></p> <p>Say: <i>Write that word on the opposite side of name.</i></p> <p>Have participants share out their word.</p>	<p>Slide #14</p> <p>Name Tent</p> <p>1. What does an assets-based education mean to you?</p>  <p><small>Assets-based</small></p>

	<p>Two options:</p> <ol style="list-style-type: none"> 1. Whip around (no charting). 2. Create a Circle Map with asset-based education in the inner circle and record participants words on the outside circle. <p>Wrap-up</p> <p>Say: <i>Students do not enter as empty vessels; they bring with them a wealth of knowledge and experiences. We are responsible for using that knowledge to help our students excel in both academics and non-academic settings</i></p>	
<p>Time: 8 minutes (6 minutes to read, 1 minute to share with elbow partner/table group, 1 minute for whole group share out)</p>	<p>Distribute Master Plan Introduction (Handout 2). Have participants read pgs. 8-11 of the Master Plan (Handout 2) and highlight a sentence, a phrase, and a word that is meaningful to them 6 minutes to read. Have participants share findings in table groups/elbow partners/diverse learning partners (1 minute to share). Whole group share out (1 minute).</p>	<p>Slide #15</p> 
<p>Time: 3 minutes Whole group share</p>	<p>Say: <i>What role does family play in an assets-based approach?</i></p> <p>Elicit responses and guide, see sample responses below:</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • Values, uses and strengthens home language and cultural heritage • Work ethic • Language • Culture <p>Say: <i>Using an assets-based approach builds a positive relationship between the school and the families it serves.</i></p>	<p>Slide #16</p> <p>Families are Critical Partners</p> <p>What role can family play in an assets-based approach?</p> 
<p>Time: 4 minutes</p>	<p>Have participants open Name Tent and respond to questions #2 and #3.</p> <p>Say: <i>Please take 4 minutes to respond to questions #2 and #3 on your Name Tent.</i></p>	<p>Slide #17</p>

	<div>Name Tent</div> <div>1. What does assets-based education mean to you?</div> <div>2. Why is it important to provide an assets-based approach in instruction?</div> <div>3. How might you foster an assets-based approach in instruction?</div> <div></div>						
<div>Time: 3 minutes (1 minute to reflect/2 minutes to share whole group)</div> <div>Say: Take a minute to reflect on your word. Add to it if you wish (1 minute).</div> <div>Participants share out whole group via whip around. Each participant says their name and the word selected (2 minutes).</div>	<div>Slide #18</div> <div><div>One Word</div><div></div><div>Assets-based</div></div> <div></div>						
<div>Time: 3 minutes 30 seconds (30 seconds for introduction to video/ 3 minutes to show video)</div> <div>Introduction to Video (30 seconds)</div> <div>Say: We talked about assets-based education and valuing students' culture and language. The overall vision of the district is to empower students to be bilingual and biliterate and who are college and career ready. Now we have the pleasure of meeting a few of our LAUSD students who have demonstrated a high level of academic proficiency in two languages by earning the State Seal of Biliteracy.</div> <div>Show video (3 minutes)</div>	<div>Slide #19</div> <div></div> <div>A bold new future for L.A. Unified's language learners</div>						
<div>Time: 2 minutes</div> <div>In a whip around fashion, chart the participants responses to next steps for the school site around for the Master Plan at their site.</div> <div>Say: As a reminder, additional courses supporting deeper understanding of topics will be developed in the following order: programs (Chapter 2), English Learner and Standard English Learner instruction (Chapters 4 & 5), family engagement (Chapter 3) and professional development (Chapter 7) as well as Master Plan resources will be available on the MMED website in Fall 2018 and Winter 2019. These courses will focus on the "HOW" of the Master Plan.</div>	<div>Slide #20</div> <div><div>Next Steps</div><table><tr><th>WHAT DO I KNOW...</th><th>WHAT DO I WANT TO LEARN...</th><th>NEXT STEPS...</th></tr><tr><td></td><td></td><td></td></tr></table></div>	WHAT DO I KNOW...	WHAT DO I WANT TO LEARN...	NEXT STEPS...			
WHAT DO I KNOW...	WHAT DO I WANT TO LEARN...	NEXT STEPS...					

<p>Time: 15 seconds</p>	<p>Say: <i>Think about this question throughout the week as you work with your students, most importantly your English Learners and Standard English Learners.</i></p>	<p>Slide #21</p> <p>Reflection Question</p> <p>How is an assets-based instructional approach relevant to your work with your students?</p> 
<p>Time: 15 seconds</p>	<p>Say: <i>As a reminder, additional courses supporting deeper understanding of topics will be developed in the following order: Assets-based Programs (Chapter 2), Family and Community Engagement and Connections (Chapter 3), Grouping and Instruction for English Learners and Standard English Learners (Chapters 4 & 5), Professional Learning and Leadership Development (Chapter 6) as well as Master Plan resources will be available on the MMED website in Fall 2018 and Winter 2019. These courses will focus on the “HOW” of the Master Plan.</i></p>	<p>Slide #22</p> 