



Los Angeles Unified School District
All Youth Achieving

Aprendices de Inglés Estándar (SEL, por sus siglas en inglés) Actualización para el PAC



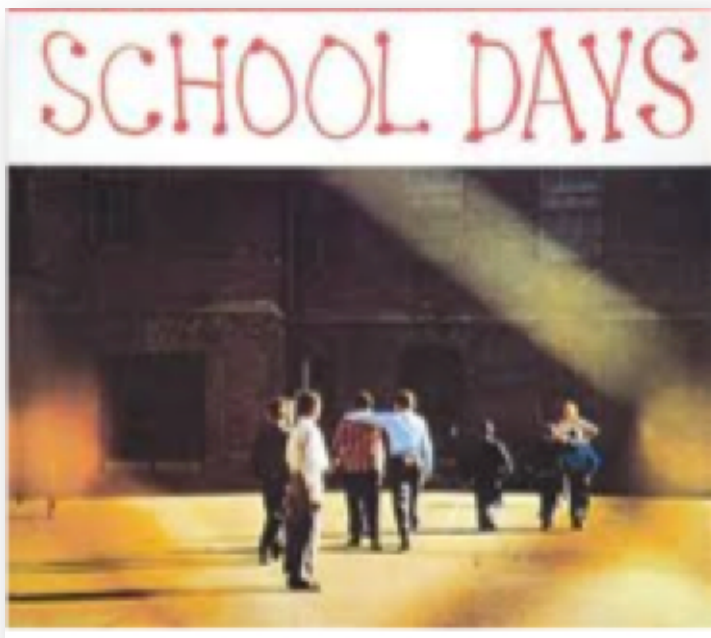
Kandice McLurkin , Coordinadora del Programa
Programa Académico para el Dominio del Idioma
Inglés (AEMP, por su siglas en inglés)
Viernes 19 de febrero de 2016



Actividad Inicial

Pensar- escribir-formar pares- compartir

Recuerdos



Tome 1 minuto para *pensar y escribir* acerca de un recuerdo significativo que usted tiene, sea positivo o negativo **acerca de un maestro**, cuando usted estaba en la escuela.

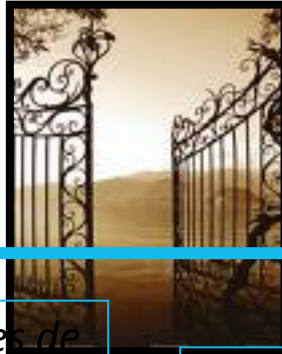
Después de la señal, usted tendrá 2 minutos para *compartir con su compañero* a lado. Recuerde *indicar por qué es un recuerdo significativo*.

**Programa Académico
para el Dominio del
Idioma Inglés
(AEMP)**

CONTINUO del DOMINIO DEL IDIOMA INGLÉS ACADÉMICO

Más de la mitad de los estudiantes en el estado de California están en el proceso de dominar el idioma inglés a nivel estándar.

Todos los estudiantes en el estado de California están en el proceso de dominar el idioma inglés a nivel académico.



Aprendices de Inglés:
EL y LTEL

Aprendices de Inglés
Estándar:
IFEP y EO

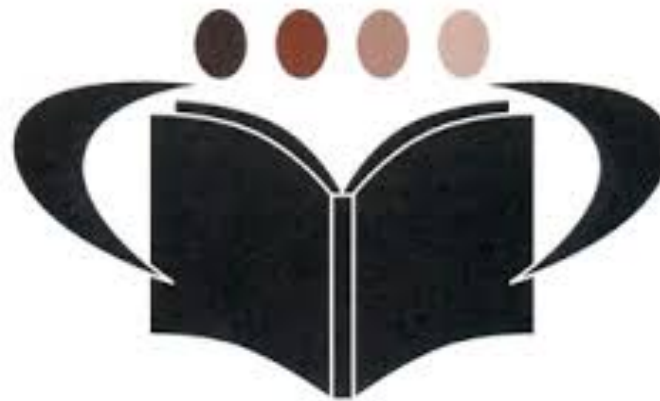
Dominio del inglés estándar:
EO IFEP, RFEP

Dominio del Idioma Inglés Académico y Pasaporte para la Educación Superior

¿Qué es AEMP?

Academic **E**nglish **M**astery **P**rogram

o Programa Académico para el Dominio del Idioma Inglés



ACADEMIC ENGLISH
MASTERY PROGRAM



¿Cuál es el propósito del AEMP?

La visión general del programa es de asegurar que los **aprendices de inglés estándar (SEL)** tienen **acceso equitativo** al plan de estudios basado en las Normas académicas básicas y comunes y las oportunidades para la educación superior, por medio de ***enseñanza que es receptiva a la cultura y lengua.***

¿Quiénes son los SEL?

¿Quiénes son aprendices de inglés estándar?

Clasificaciones lingüísticas

Los aprendices de inglés estándar (SEL) son aquellos estudiantes para quienes el idioma inglés estándar no es natal, y **cuyo idioma natal es diferente en estructura y forma al idioma que se usa en la escuela.**

Principios normativos
para ELA/ELD
Capítulo 9
Plan Maestro para
Estudiantes EL
Capítulo 4



Access and Equity

Chapter 9

Page	Chapter at a Glance
880	Introduction
881	California's Diversity
882	Standard English Learners
884	African American English Speakers
886	Chicana/Chicano English Speakers
888	English Learners
891	Reclassified English Proficient Students
891	Instructional Programs and Services for English Learners
893	Biliterate Students
893	Students Who are Deaf and Bilingual in ASL and Printed English
894	Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech
895	Students Living in Poverty
897	Migrant Students
898	Lesbian, Gay, Bisexual, and Transgender Students
899	Advanced Learners
902	Students with Disabilities
905	Accommodations and Modifications for Students with Disabilities
907	Students with Autism Spectrum Disorders
908	Students with Significant Cognitive Disabilities
910	Planning for and Supporting the Range of Learners
910	Universal Design for Learning
913	Multi-Tiered System of Supports
916	Culturally and Linguistically Responsive Teaching
920	Instructional Practices for Supporting Students Experiencing Difficulty Reading
928	Linguistic and Cultural Congruence for ELs
928	Literacy Learning and Males
929	Conclusion
930	Works Cited
936	Web Resources

Principios normativos
para ELA/ELD
Capítulo 9

En LAUSD, los aprendices de inglés estándar incluyen estudiantes de 4 grupos:



Afroamericanos parlantes del idioma afroamericano (AAL, por sus siglas en inglés)

Mexicoamericanos parlantes del idioma mexicoamericano (MxAL, por sus siglas en inglés)

Hawaiano americanos parlantes del idioma hawaiano (HAL, por sus siglas en inglés)

Nativos de américa parlantes de idiomas de los nativos de américa (NAL, por sus siglas en inglés)

Evaluaciones preliminares para los SEL

PRIMARIA

Datos de señales de riesgo

- Niveles de desempeño de Smarter Balanced
- Evaluaciones del Distrito
- Cantidad de unos recibidos como **calificaciones por rendimiento**
- Cantidad de unos o dos recibidos como **calificaciones por esfuerzo**
- Cantidad de unos recibidos por **hábitos de estudio**
- Índice de Asistencia
- Veces suspendido

SECUNDARIA

Datos de señales de riesgo

- Niveles de desempeño de Smarter Balanced
- Evaluaciones del Distrito
- D o F en materia de inglés
- GPA general inferior a 2.0
- Cantidad de **U** como calificaciones en hábitos de estudio o cooperación
- Índice de Asistencia
- Veces suspendido

Identificación de los SEL

Propósito

- Intervención
- Desarrollo

Dos tipos de evaluaciones preliminares

Evaluación preliminar lingüística para características del idioma natal

Evaluación académica preliminar



Evaluaciones preliminares lingüísticas y listas de calificación

The image displays three overlapping educational forms used for linguistic screening and intervention. Each form features the 'ACADEMIC ENGLISH MASTERY PROGRAM' logo and a title box. The forms are designed to identify specific linguistic features in student writing or speech.

Screening Tool for Identifying the Use of Mexican American Linguistic (MxAL) Features
 This form includes a table with columns for 'Standard English', 'Possible (MxAL) Responses', and 'Linguistic Features (Explicit)'. It lists 20 items for screening, such as 'Doon't be bad', 'She has an umbrella', and 'Do you have a pen?'.

Screening Tool for Identifying the Use of Hawaiian American Linguistic (HAL) Features
 This form includes a table with columns for 'Standard English', 'Possible (HAL) Responses', and 'Linguistic Features (Explicit)'. It lists 3 items for screening, such as 'That is not my dog', 'What happened?', and 'The grammar'.

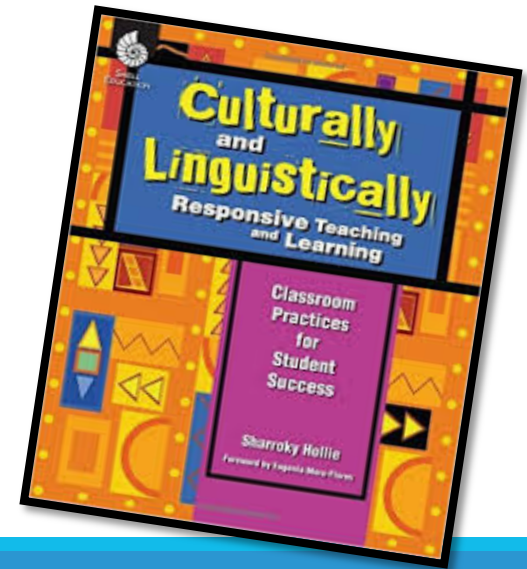
Intervention Roster MELD Diagnostic Tool for Identifying the Use of African American Linguistic (AAL) Features
 This form includes a table with columns for 'Student Names', 'Grade', 'Rm', 'Page', and 'of'. It lists 21 linguistic features for intervention, such as 'Plural Marker', 'The /r/ sound', 'Indefinite Article', 'Reflexive Pronoun', 'Post Tense Auxiliary Verb', 'Copula Verb', 'Consonant Cluster', '3rd Person Singular', 'Consonant Cluster "l"', 'Multiple Negation', '"go" as copula verb', '"th"/"f" sound', 'Habitual be', 'Possessive Marker', 'Demonstrative Pronoun', 'Post Tense Marker "ed"', 'Vowel pairs/homophones/inflectional ending "ing"', 'Syllable Stress Patterns', 'First Person Singular', and 'The /l/ sound when...'

Principios normativos

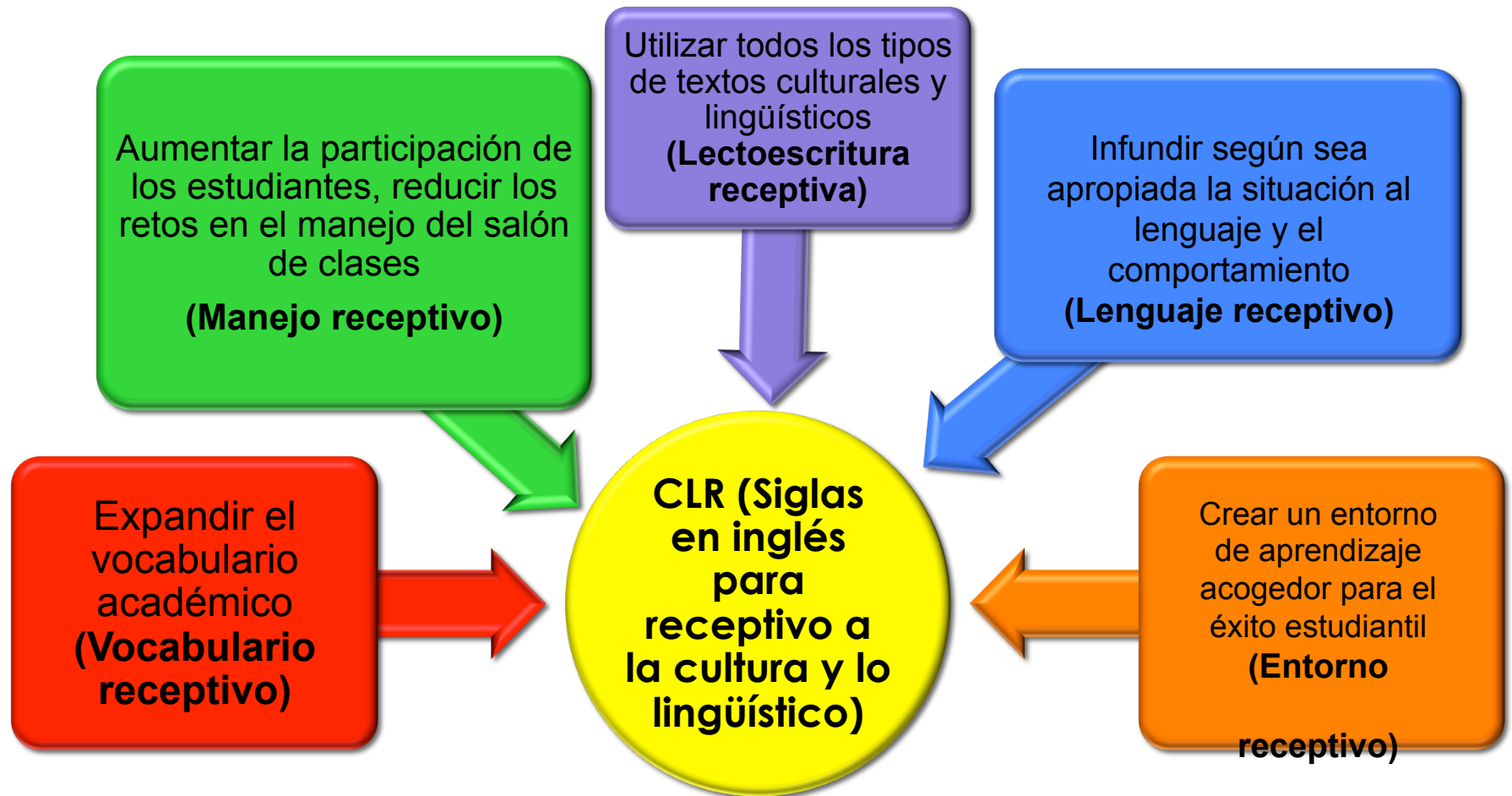
- Los **SEL** poseen una variedad de habilidades lingüísticas y culturales que se pueden ver como ventajas
- Instrucción específica para estos estudiantes amplía los habilidades lingüísticas y culturales y provee acceso significativo al plan de estudios que se basa en las normas,
que es complejo en términos cognitivo, y que es exigente y cohesivo.
- Todos los maestros de los **SEL** son maestros tanto de lenguaje como del contenido básico.

CLR
(Siglas en inglés para
receptivo a la cultura y
lo lingüístico)

“**CLR** es la validación y afirmación de la cultura (nativa) del hogar y del idioma natal por motivos de crear y enlazar al estudiante al éxito en la cultura académica y de la sociedad popular (Hollie, página 23).”



Cinco Áreas de Instrucción CLR



Rings of Culture

Dr. Sharroky Hollie

Age Culture

Gender Culture

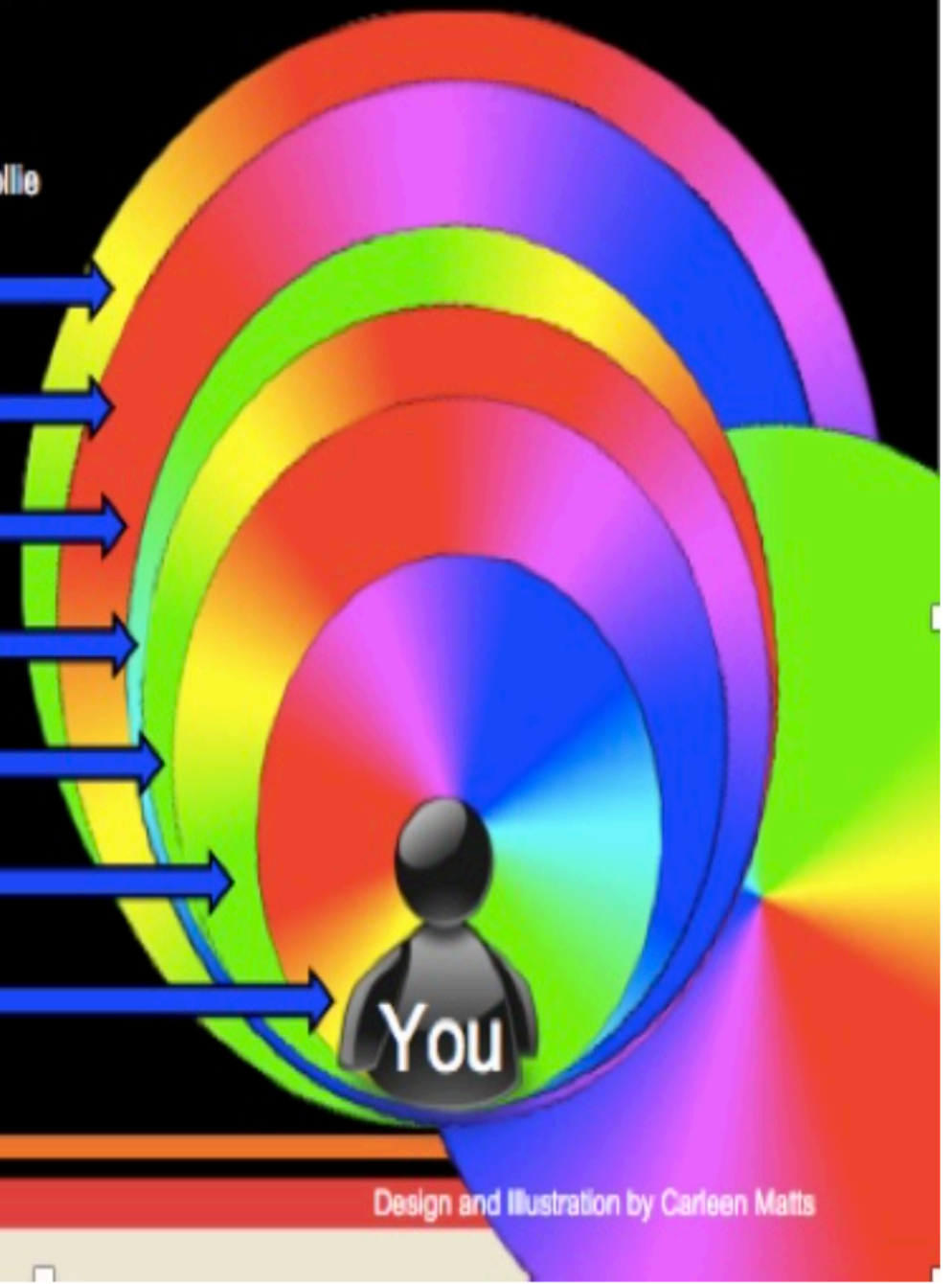
Religious Culture

Class Culture

National Culture

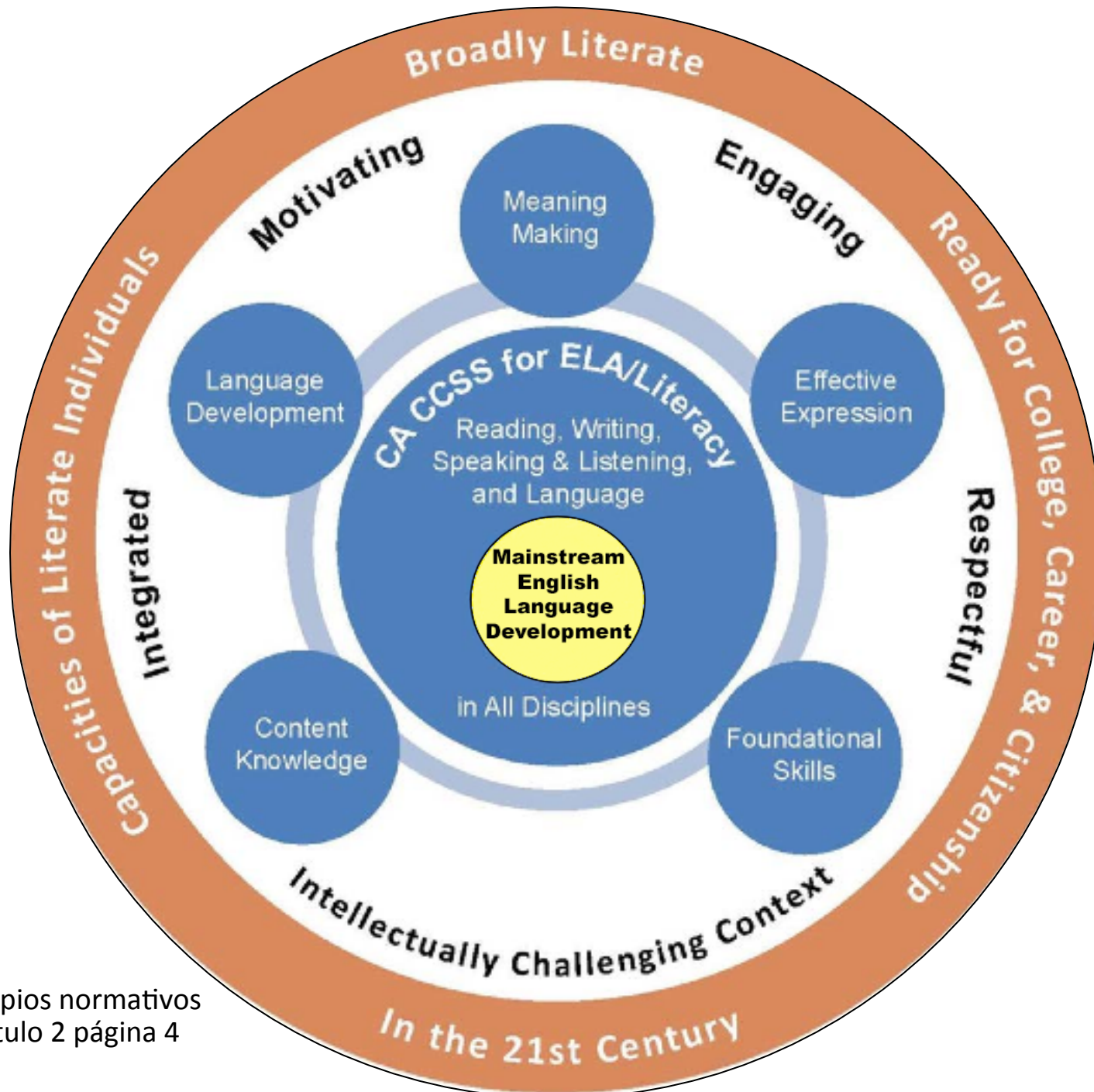
Orientation Culture

Ethnic Culture



Design and Illustration by Carleen Matts

Guías de referencia, memorándums y resoluciones



Fuente: Principios normativos
 ELA/ELD Capítulo 2 página 4

Standard 1: Planning & Preparation
1a2- Knowledge of Content-Related Pedagogy

1b1- Awareness of Students' Skills, Knowledge, and Language Proficiency



Talent Management Division
333 South Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Telephone: (213) 241-3444 Fax: (213) 241-8920

LAUSD TEACHING AND LEARNING FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION

- a. Demonstrating Knowledge of Content and Pedagogy**
 - 1. Knowledge of Content and the Structure of the Discipline
 - 2. *Knowledge of Content-Related Pedagogy*
- b. Demonstrating Knowledge of Students**
 - 1. *Awareness of Students' Skills, Knowledge, and Language Proficiency*
 - 2. Knowledge of How Children, Adolescents, and Adults Learn
 - 3. Knowledge of Students' Special Needs
 - 4. Knowledge of Students' Interests and Cultural Heritage
- c. Establishing Instructional Outcomes**
 - 1. Value, Sequence, Alignment, and Clarity
 - 2. Suitability for Diverse Learners
- d. Designing Coherent Instruction**
 - 1. *Standards-Based Learning Activities*
 - 2. Instructional Materials, Technology, and Resources
 - 3. Purposeful Instructional Groups
 - 4. Lesson and Unit Structure
- e. Designing Student Assessment**
 - 1. Aligns with Instructional Outcomes
 - 2. *Planning Assessment Criteria*
 - 3. Design of Formative Assessments
 - 4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

- a. Creating an Environment of Respect and Rapport**
 - 1. Teacher Interaction with Students
 - 2. Student Interactions with One Another
 - 3. *Classroom Climate*
- b. Establishing a Culture for Learning**
 - 1. Importance of the Content
 - 2. Expectations for Learning and Achievement
 - 3. Student Ownership of their Work
 - 4. Physical Environment
- c. Managing Classroom Procedures**
 - 1. *Management of Routines, Procedures, and Transitions*
 - 2. Management of Materials and Supplies
 - 3. Performance of Non-Instructional Duties
 - 4. Management of Parent Leaders, other Volunteers and Paraprofessionals
- d. Managing Student Behavior**
 - 1. Expectations for Behavior
 - 2. *Monitoring and Responding to Student Behavior*

STANDARD 5: PROFESSIONAL GROWTH

- a. Reflecting on Practice**
 - 1. Accurate Reflection
 - 2. *Use of Reflection to Inform Future Instruction*
 - 3. Selection of Professional Development Based on Reflection and Data
 - 4. Implementation of New Learning from Professional Development
- b. Participating in a Professional Community**
 - 1. Collaboration with Colleagues
 - 2. Promotes a Culture of Professional Inquiry and Collaboration

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

- a. Maintaining Accurate Records**
 - 1. Tracks Progress Towards Identified Learning Outcomes
 - 2. Tracks Completion of Student Assignments in Support of Student Learning
 - 3. Manages Non-instructional Records
 - 4. Submits Records on Time
- b. Communicating with Families**
 - 1. Information About the Instructional Program
 - 2. Information About Individual Students
 - 3. Engagement of Families in the Instructional Program
- c. Demonstrating Professionalism**
 - 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
 - 2. Advocacy/Intervention for Students
 - 3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

- a. Communicating with Students**
 - 1. *Communicating the Purpose of the Lesson*
 - 2. Directions and Procedures
 - 3. Delivery of Content
 - 4. *Use of Academic Language*
- b. Using Questioning and Discussion Techniques**
 - 1. *Quality and Purpose of Questions*
 - 2. *Discussion Techniques and Student Participation*
- c. Structures to Engage Students in Learning**
 - 1. *Standards-Based Projects, Activities, and Assignments*
 - 2. *Purposeful and Productive Instructional Groups*
 - 3. Use of Available Instructional Materials, Technology, and Resources
 - 4. Structure and Pacing
- d. Using Assessment in Instruction to Advance Student Learning**
 - 1. Assessment Criteria
 - 2. Monitoring of Student Learning
 - 3. *Feedback to Students*
 - 4. Student Self-Assessment and Monitoring of Progress
- e. Demonstrating Flexibility and Responsiveness**
 - 1. Responds and Adjusts to Meet Student Needs
 - 2. Persistence

Highlighted elements are identified as the Focus Elements for the 2013–2014 School Year.

Instrucción receptiva de lenguaje y los Principios normativos para la enseñanza y el aprendizaje

Chapter 9
Access and Equity

Chapter at a Glance

Introduction

California's Diversity

- Standard English Learners
- African-American English (AAE) Speakers
- Chicana/Chicano English (CE) Speakers
- English Learners
- Reclassified English Proficient Students
- Instructional Programs for ELs

- Biliterate Students
- Students Who are Deaf and Bilingual in ASL and Printed English
- Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech
- Students Living in Poverty
- Migrant Students
- Lesbian, Gay, Bisexual, and Transgender Students
- Advanced Learners
- Students with Disabilities
 - Accommodations and Modifications for Students with Disabilities
 - Students with Autism Spectrum Disorder
 - Students with Significant Cognitive Disabilities

Planning for and Supporting the Range of Learners

- Universal Design for Learning
- Multi-Tiered System of Supports
- Culturally and Linguistically Responsive Teaching

Instructional Practices for Supporting Students Experiencing Difficulty Reading


- Cultural and Linguistic Congruence for ELs
- Literacy Learning and Males

Conclusion

Works Cited



Boletines y Memorándums

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
MEMORANDUM

TITLE: Implementation of the LAS Links 2nd Edition for English Learners (ELs) and Standard English Learners (SELs) at Selected Schools

NUMBER: MEM-6383.0

ISSUER: Dr. Ruth Pérez
Deputy Superintendent of Instruction
Gerardo Loera, Executive Director
Office of Curriculum, Instruction, and School Support


DATE: September 15, 2014

PURPOSE: The purpose of this memorandum is to provide information about the implementation of the LAS Links Language Proficiency assessment for English Learners and Standard English Learners for the school years 2014-15 (Year 1 rollout, at selected schools) and 2015-16 (full implementation, all schools).

MAJOR CHANGES: New policy document

BACKGROUND: In alignment with Federal and State guidelines and the 2012 LAUSD English Learner Master Plan, all English Learners (ELs) must be regularly monitored to determine their progress in learning English and attaining grade-level subject matter content proficiency. In addition, in November 2012, California adopted new English Language Development (ELD) standards aligned to the Common Core State

ROUTING
ESC Superintendents
ESC Principal Leaders
Principals
Assistant Principals
EL Program Coordinators
SEL Coordinators
Title III Coaches
SEL Data Coordinators
Testing Coordinators
UTLA Chapter Chairs

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
REFERENCE GUIDE

TITLE: Instructional Minutes for English Learners in English Language Development and English Language Arts in Elementary Schools


NUMBER: REF-5951.0

ISSUER: Jaime R. Aquino, Ph.D.
Deputy Superintendent of Instruction
Gerardo Loera, Executive Director
Office of Curriculum, Instruction, and School Support

DATE: June 3, 2013

PURPOSE: The purpose of this Reference Guide is to provide procedures on English Language Development instructional services and to determine the

ROUTING
ESC Superintendents
ESC Lead Directors
ESC Elem Directors
ESC EL Staff
ESC ELA Staff
Elementary Principals
EL Coordinators
UTLA Chapter Chairs

 **LOS ANGELES UNIFIED SCHOOL DISTRICT**
REFERENCE GUIDE

English Language Proficiency Levels	Required Daily Minutes of Instruction for English Learners
Elementary ELD Levels 1-3	60 minutes minimum per day <u>in addition to</u> 120 minutes of grade-level core Literacy/Language Arts (TBE & MBE English Language Arts and/or primary language)
Elementary ELD Levels 4-5	45 minutes minimum per day <u>in addition to</u> 120 minutes of grade-level core Literacy/Language Arts (TBE & MBE English Language Arts and/or primary language)

Desarrollo del Idioma Inglés Designado para los Aprendices de Inglés Estándar: **MELD**
Mainstream English Language Development
Desarrollo General del Idioma Inglés



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Instructional Minutes for English Learners in English Language Development and English Language Arts in Elementary Schools

NUMBER: REF-5951.0

ROUTING
ESC Superintendents
ESC Lead Directors
ESC Elem Directors
ESC EL Staff

Students who are Standard English Learners (SELs), who are classified as EO or IFEP and whose home language differs systematically from Standard English, will benefit from the Mainstream English Language Development (MELD) strategies and resources developed specifically for their needs by the [Academic English Mastery Program](#). Under no circumstances should SELs receive language development together with ELs.

For EO, IFEP, and RFEP students, this instructional time would be focused on increasing their academic vocabulary, as well as the Speaking & Listening and Language standards of the CCSS. Lessons would explore language and meaning through discussion, vocabulary development, and the study of syntax, grammar, and the conventions of Mainstream Standard and Academic English. *See Appendix A for the Speaking & Listening and Language standards of the CCSS.*

Resolución

SEL RESOLUTION

38. Ms. García, Mr. Zimmer, Ms. Ratliff - Strengthen Support for Standard English Learners (Res-097-13/14) (Noticed May 20, 2014) **ADOPTED**

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum;

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;

Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners;

Actualizaciones de la Resolución SEL



Resolución SEL

2014-2015

Coordinadores de los aprendices de inglés estándar a nivel Distrito Local

Asesores para los aprendiz de Inglés estándar Sociedades con un investigador/profesional

Identificar el escuelas emergentes con el modelo AEMP en cada distrito local

Proveer institutos profesionales receptivos a la cultura y lo lingüístico



Resolución SEL

2015-2016

Coordinadores adicionales de los aprendices de inglés estándar a nivel Distrito Local

Investigadores de CLR

Continuar en fortalecer la alianza con los Servicios para los Padres, la Comunidad y los Estudiantes (PCSS) para apoyar el aprendizaje tanto en el hogar como en la escuela.

Reuniones trimestrales para los representante de los padres (la próxima reunión se llevará a cabo el **(2/24)**)

Participación y apoyo continuo de AMAR/AEMP, Conferencias de padres **(3/12)**



Resolución SEL

2016-2017

Crear un sistema sólido para identificar y evaluar el progreso de los EL Capitaciones trimestrales continuas para los representante de los padres Continuar en crear e implementar Institutos receptivos a la cultura y los lingüístico para todas las partes interesadas en las escuelas AEMP que concuerda con la iniciativas del Distrito y las necesidades de las partes interesadas.

Proveer grupos de CLR para ampliar el conocimiento de los maestros líderes en relación a diseñar lecciones modelo que concuerdan con las áreas específicas, las metas, los estándares y las actividades que se requieren para preparar a los SEL para el éxito en los SBAC.

Recursos de CLR

Estas lecciones están disponibles para **todo el Distrito** por Internet!



Multilingual and Multicultural Education Department

[MMED Home](#) [Departments](#) [About Us](#) [Staff Directory](#) [Forms](#) [Policies](#) [EL Master Plan](#) [Program Options](#) [ELD Standards](#) [Budget](#)



Academic English Mastery Program

- [Home](#)
- [Contact Us](#)
- [Demonstration School Sites](#)
- [CLR Resources](#)
- [Resources](#)
- [Parents](#)
- [Calendar](#)



Welcome to our office that supports
LAUSD Academic English Mastery Program

There are no upcoming events to display.

[→ view calendar](#) [AEMP Announcements](#)

Resources

Personal de apoyo

- 1 Coordinador a nivel administrativo
- 3 especialistas de SEL
- 6 coordinadores de SEL en los LD
- 10 asesores de SEL
- Investigadores de CLR

Sitio de Internet de AEMP

- Presentaciones para las capacitaciones trimestrales para padres
- Lecciones para el desarrollo general del idioma inglés
 - Narrativo, informativo, opinión
- Lecciones de manejo Start Smart
- Lecciones de conversación constructivas Start Smart
- Guías de destrezas para las conversaciones
- Lecciones secundarias
- Plan de CLR en fases para nivel secundario
- Evaluaciones preliminares lingüísticas
- Lista de normas comunes

Recursos

