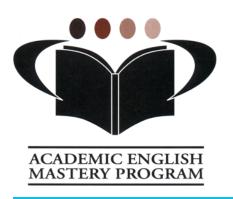


Standard English Learners (SELs) Update for the PAC

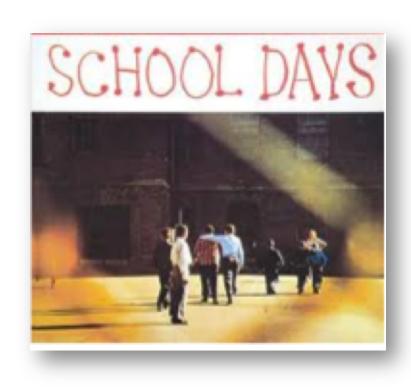


Kandice McLurkin, Program Coordinator Academic English Mastery Program (AEMP) Thursday, February 19, 2016



Grounding





Memories

Take 1 minute to think and 'ink' (write) about a significant memory you have, be it positive or negative about a teacher, from your school days.

On the signal, you will have <u>2 minutes</u> to *pair share* with your elbow partner.
Remember to *tell why it is a significant memory*.

Academic English Mastery Program (AEMP)

CONTINUUM of ACADEMIC ENGLISH PROFICIENCY

Over ½ of all of California's students are in the process of mastering Standard English



All of California's students are in the process of mastering Academic English

English Learner:

EL &

Standard English

Learner: IFEP

& **EO**

Mastery of Standard

English: **EO**

IFEP, RFEP

Mastery of

Academic

English &

Gateway

to Higher

Education

What is AEMP?

Academic English Mastery Program





What is the purpose of AEMP?

The vision of the program is to assure that standard English learners (SELs) have equal access to Common Core standards-based educational curriculum and post secondary career opportunities, by way of culturally and linguistically responsive teaching.

Who are SELs?

Who are Standard English Language Learners?

Linguistic Classifications

Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. students

ELA/ELD Framework Chapter 9 EL Master Plan Chapter 4



Chapter 9

Access and Equity

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8	880	Introduction		
8	881	81 California's Diversity		
882		Standard English Learners		
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8	886	Chicana/Chicano English Speakers		
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8	393	Biliterate Students		
8	393	Students Who are Deaf and Bilingual in ASL and Printed English		
8	894	Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech		
8	395	Students Living in Poverty		
8	397	Migrant Students		
8	398	Lesbian, Gay, Bisexual, and Transgender Students		
8	399	Advanced Learners		
9	902	Students with Disabilities		
9	905 Accommodations and Modifications for Students with Disabilities			
9	907	Students with Autism Spectrum Disorders		
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9	910	Planning for and Supporting the Range of Learners		
9	910	Universal Design for Learning		
9	913	Multi-Tiered System of Supports		
9	916	Culturally and Linguistically Responsive Teaching		
9	920	Instructional Practices for Supporting Students Experiencing Difficulty Reading		
9	928	Linguistic and Cultural Congruence for ELs		
9	928	Literacy Learning and Males		
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9	936	Web Resources		

ELA/ELD Framework Chapter 9

In LAUSD, Standard English Learners include students from the 4 groups:

African American speakers of African American Language (AAL)

Mexican American speakers of Mexican American Language (MxAL)

Hawaiian American speakers of Hawaiian American Language (HAL)

American Indian speakers of Native American Language (NAL)

Academic Screening of SELs

ELEMENTARY

SECONDARY

At Risk Warning Data

- Smarter Balanced Performance Levels
- District assessments
- Number of 1s given on achievement marks
- Number of 1s or 2s given for work effort
- Number of 1s given for work habits
- Attendance rate
- Times suspended

At Risk Warning Data

Smarter Balanced Performance Levels

District assessments

D's or F's in English

Overall GPA lower than 2.0

Number of **U's** in work habits or cooperation marks

Attendance rate

Times suspended

Identification of SELs

Purpose

- Intervention
- Enrichment

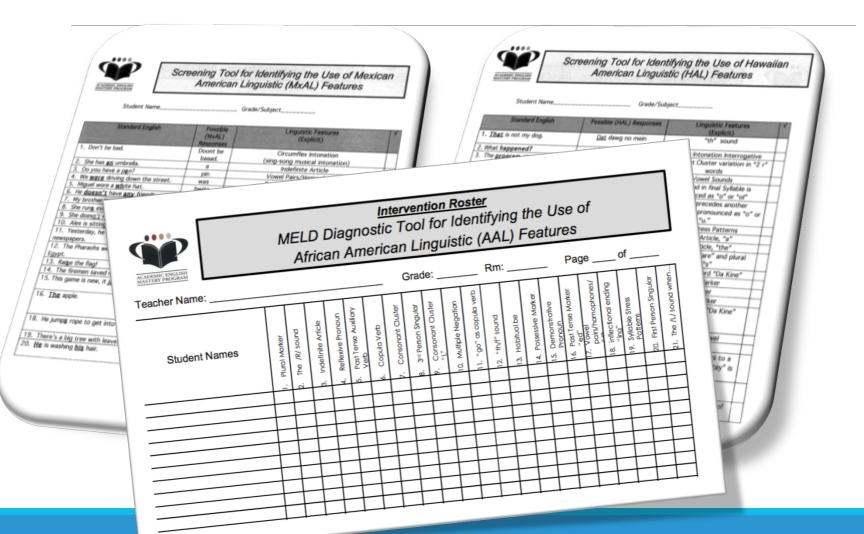
Two Types of Screening

Linguistic Screening for Home Language Features

Academic Screening



SEL Linguistic Screeners and Scoring Rosters



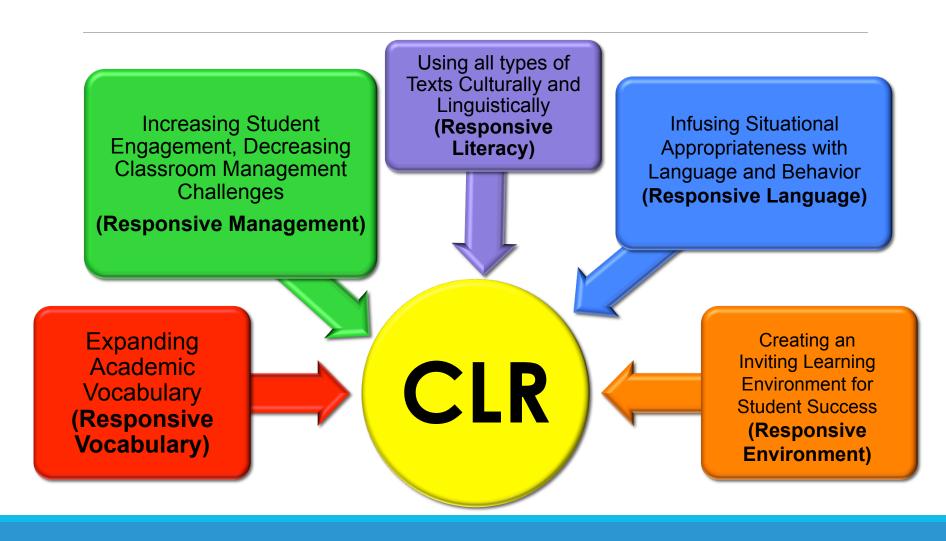
Instructional Guiding Principles

- •**SELs** possess a variety of linguistic and cultural abilities viewed as assets.
- Focused instruction for these students builds on cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers of **SELs** are teachers of both language and content.

CLR

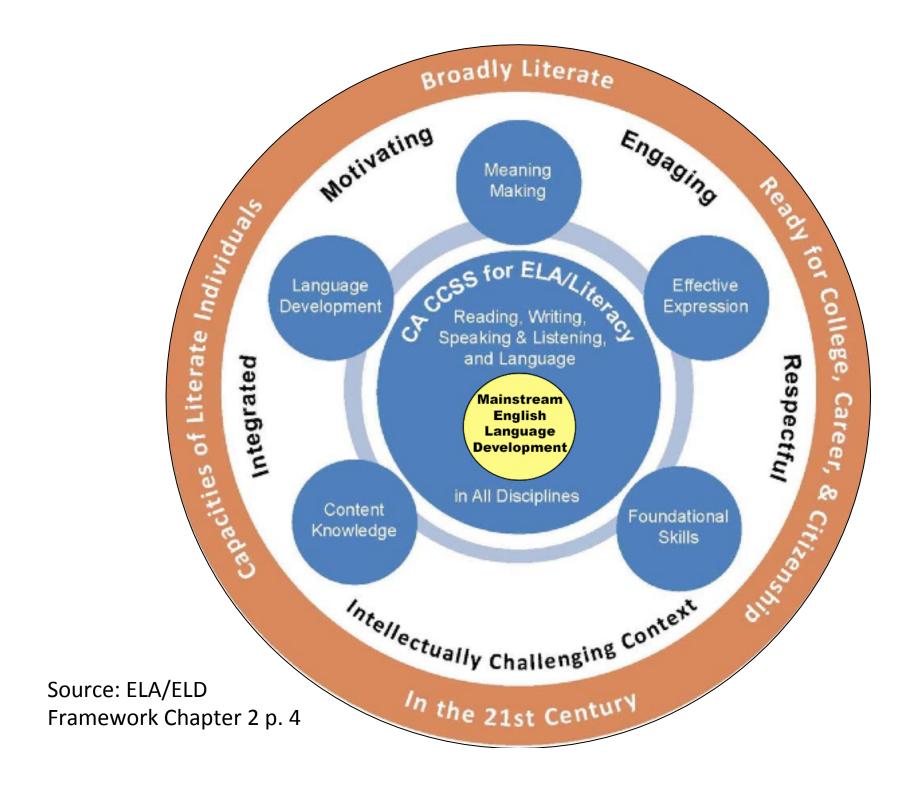
"CLR is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society (Hollie, p. 23)."

Five CLR Instructional Areas





Reference Guides, Memorandums and Resolutions



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

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

Responsive Language Instruction & the **Teaching and Learning** Framework



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.

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



Bulletins & Memorandums

ROUTING

Principals

ESC Superintendents

ESC Principal Leaders

Assistant Principals

SEL Coordinators

Title III Coaches

EL Program Coordinators

SEL Data Coordinators

Testing Coordinators

UTLA Chapter Chairs



Los Angeles Unified School District MEMORANDUM

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

(SELs) at Selected Schools

MEM-6383.0 NUMBER:

Deputy Superintendent of Instruction Dr. Ruth Pérez ISSUER:

Gerardo Loera, Executive Director Office of Curriculum, Instruction, and School Support

September 15, 2014

The purpose of this memorandum is to provide information about the implementation of the LAS Links Language Proficiency assessment for English DATE: PURPOSE:

Learners and Standard English Learners for the school years 2014-15 (Year 1 rollout, at selected schools) and 2015-16 (full implementation, all schools).

New policy document

MAJOR CHANGES:

In alignment with Federal and State guidelines and the 2012 LAUSD English BACKGROUND:

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 Contain producting. In addition, in Proveniori 2014, Camorina adopted new English Language Development (FLD) standards aligned to the Common Core State



${\rm Los\,Angeles\,Unified\,School\,District}$

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 Fnglish L



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)

ROUTING

ESC EL Staff

ESC ELA Staff

EL Coordinators

Elementary Principals

UTLA Chapter Chairs

ESC Superintendents

ESC Lead Directors ESC Elem Directors

Designated Language Development for Standard English Learners: MELD

M E L D



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.

SEL RESOLUTION

 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.

SEL Resolution Updates

2014-2015

Local District Standard English Learner Coordinators

Standard English Language Coaches

Partnership with a researcher/practitioner

Identify emerging model AEMP schools in every Local District

Provide professional culturally and linguistically responsive institutes

2015-2016

Additional Local District Standard English Learner Coordinators

CLR Fellowships

Continue to strengthen the partnership with Parent, Community and Student Services (PCS) to support learning at home and at school.

Quarterly Meetings for Parent Representatives (i.e next meeting will be held **2/24**)

Continued participation and support of the AMAE/AEMP Parent Conference (3/12)

2016-2017

Creating a robust system for identifying and assessing the growth of SELs

Ongoing quarterly trainings for Parent Representatives

Continue to create and deliver Culturally and Linguistically Responsive Institutes for all stakeholders at AEMP Schools aligned with district initiatives and stakeholder needs.

Provide CLR Fellowships to broaden the knowledge base of teacher leaders on designing model lessons that are aligned with the Claims, Targets, Standards and Tasks required to prepare SELs for success on the SBAC.

CLR Resources

These lessons are accessible to the entire district online!



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

- O Home
 O Contact Us
 O Demonstration School Sites
 O CLR Resources
 O Resources
 O Parents
- WOWSHIder

Welcome to our office that supports LAUSD Academic English Mastery Program

There are no upcoming events to display.

Calendar

→ view calendar

AEMP Announcements

Resources

Support Personnel

- 1 Administrative Coordinator
- 3 SEL Specialists
- 6 LD SEL Coordinators
- 10 SEL Coaches
- CLR Fellows

AEMP website

- Presentations shared at Quarterly Parent Trainings
- Mainstream English Language Development Lessons
 - Narrative, Informative, Opinion
- Start Smart Management Lessons
- Start Smart Constructive Conversation Lessons
- Skills Conversation Skills Placemats
- Secondary Lessons
- Secondary CLR Pacing Plan
- Linguistic Screeners
- Common Rules Lists

Resources

