



Los Angeles Unified School District  
Multilingual Multicultural Education Department



# **2018 Master Plan for English Learners and Standard English Learners**

## **Chapter 6: Professional Learning and Leadership Development Parent Module**

**Content: 2018 Master Plan for ELs & SELs Chapter 6 Parent  
Module**

**Approximate Time Frame: 90 minutes**

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## Session Summary

### Parents' Learning Outcomes

By the end of this professional learning, parents will be able to:

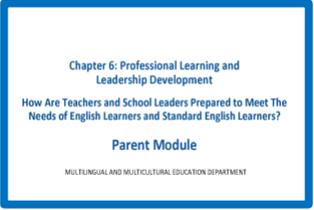
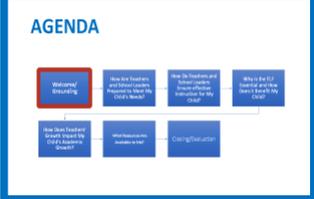
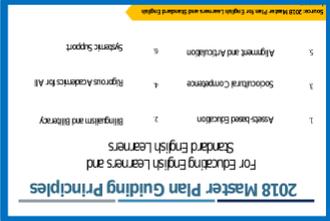
- Understand how LAUSD Educators and School Leaders are Prepared to Meet the Diverse Needs of ELs and SELs
- Learn about Educators' Capacity Building Process & Professional Growth
- Explore How the Teaching & Learning Framework Guides Student Learning and Teachers' Growth

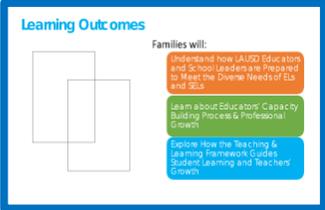
### Tools and Materials

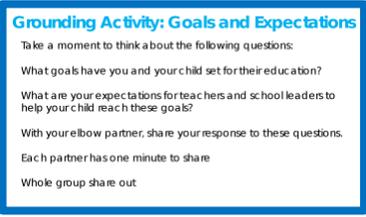
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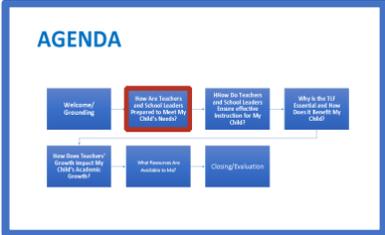
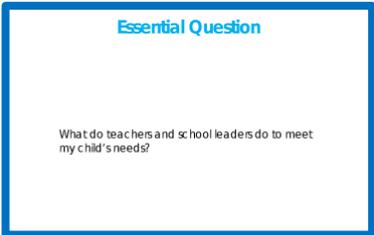
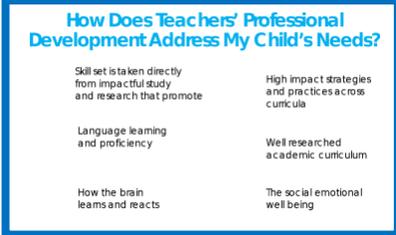
#### Handouts

- Excerpt from the LAUSD Teaching & Learning Framework preface page 2
- Standard 3, "Delivery of Instruction", page 3 the LAUSD Teaching & Learning Framework
- Instructional Scenarios 1 and 2

<p>Slide #1 30 seconds</p>	<p>Say: This chapter presents the District’s approach about how all educators and school leaders are prepared to meet the needs of your child in the classroom.</p>	
<p>Slides #2 1 minute</p>	<p>Say: this is the agenda for our learning today.</p> <p>Read each item on the agenda and pause before moving to the next item.</p>	
<p>Slide #3 5 minutes</p>	<p>Say: The following are the Master Plan Guiding Principles. The 2018 Master Plan has been published and it is available on our MMED website.</p> <p>Explain each Guiding Principal:</p> <ul style="list-style-type: none"> <li>• <b>Assets-based Education:</b> Your child’s language and culture is considered a plus. We validate and affirm each one to promote a joy of learning. Students feel more accepted when they walk into a school/classroom and they see their language and/or culture being celebrated.</li> <li>• <b>Bilingualism and Biliteracy:</b> You child has multiple opportunities to develop language skills in two or more languages, including listening, speaking, reading, and writing. Imagine your child being able to learn content in more than one or two languages. Students who master more than 1 or two languages are known to have successful postsecondary education and better job opportunities as well.</li> <li>• <b>Sociocultural Competence:</b> to better understand and interact with your child in and out of the classroom, our staff foster and promote positive attitudes among students regarding both their own and other students’ linguistic and cultural heritage and identities.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Rigorous Academics for All:</b> Whether they are English Learners or otherwise, All students are upheld to the same standards of academic rigor. This means that all students are engaged in highly demanding learning tasks and activities that help them to learn and succeed.</li> <li>• <b>Alignment and Articulation:</b> From kinder to 12th grade, your child is exposed to learning activities that develop his/her skills and support his/her readiness to college and careers in the 21<sup>st</sup> century</li> <li>• <b>Systemic Support:</b> Each and every school leader and educator are trained to educate and monitoring your child’s progress and support him/her reach their academic goals</li> </ul>	
<p>Slide #4 1 minute</p>	<p>Time: 1 minute Say: Our outcomes are as follow:</p> <ul style="list-style-type: none"> <li>• Understand how LAUSD Educators and School Leaders are Prepared to Meet the Diverse Needs of ELs and SELs</li> <li>• Learn about educators’ Capacity Building Process &amp; Professional Growth</li> <li>• Explore How the Teaching &amp; Learning Framework Guides Student Learning and Teachers’ Growth</li> </ul>	 <p>The graphic titled "Learning Outcomes" features three overlapping boxes on the left and three corresponding text boxes on the right. The text boxes contain the following information:</p> <ul style="list-style-type: none"> <li><b>Understand how LAUSD Educators and School Leaders are Prepared to Meet the Diverse Needs of ELs and SELs</b></li> <li><b>Learn about Educators' Capacity Building Process &amp; Professional Growth</b></li> <li><b>Explore How the Teaching &amp; Learning Framework Guides Student Learning and Teachers' Growth</b></li> </ul>

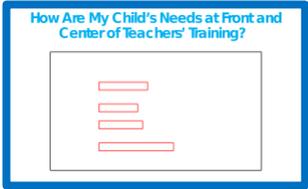
<p>Slide #5 6 minutes</p>	<p>Say: To ground us in today’s learning, please take a moment to think about the following questions: What goals have you and your child set for their education? What are your expectations for teachers and school leaders to help your child reach these goals? Give participants 30 seconds to one minute to think about their response.</p>	 <p>The graphic titled "Grounding Activity: Goals and Expectations" contains the following text:</p> <p>Take a moment to think about the following questions: What goals have you and your child set for their education? What are your expectations for teachers and school leaders to help your child reach these goals? With your elbow partner, share your response to these questions. Each partner has one minute to share Whole group share out</p>

	<p>Next, with your elbow, share your response to these questions. Each partner will have one minute to share</p> <p>After two minutes has passed, engage participants in a whole group share out. Take 2-3 responses during the whole group share out</p> <p>Say: In regard to your expectations of teachers and school leaders to help your child reach their goals, this presentation will describe what L.A. Unified has in place to support teachers and school leaders in their professional growth to better serve your child and help them reach their educational goals.</p>	
<p>Slides #6 1 minute</p>	<p>Say: Now, we will explore how teachers and school leaders are prepared to meet the needs of ELs and SELS.</p>	
<p>Slide #7 1 minute</p>	<p>Say: Our students have so many diverse needs. So, what do teachers and school leaders do to meet these needs and support students succeed?</p> <p>Ask the following questions to participants and invite them to mention one thing they notice(d) while visiting their child' school/classroom. What is one thing you can point to in your</p>	
<p>Slide #8 5 minutes</p>	<p>Animation: Click once for the icon. Click a second time for text</p> <p>Say: In order to support the diverse needs of all students and support them succeed in their academics, LAUSD educators design, plan, deliver, and attend professional development, workshops, and trainings that:</p> <ul style="list-style-type: none"> <li>● Build skills based on research and studies. Mainly teachers are trained on</li> </ul>	

	<p>how to teach and most importantly how students learn</p> <ul style="list-style-type: none"> <li>• Support students not only reclassify to exit the ELD program, but also become proficient in the language</li> <li>• Help educators understand how the brain learns and what they can do to help your child “access the learning”</li> <li>• Support students’ literacy not only in English, but all classes such as math, social studies, science, etc.</li> <li>• Support teachers build and/or use a strong curriculum made by</li> <li>• Consider the social emotional needs of all students. When students’ social and emotional needs are taken care of, they learn better</li> </ul>	
<p>Slide #9 5 minutes</p>	<p>Say: As parent and families of students from K-12, we need to understand that to support your child’s academic growth, educators need to also develop their own skills or capacity. To do that, they</p> <ul style="list-style-type: none"> <li>• Uses studies and research from the field of education to bring the best practices for high-quality education in the classroom</li> <li>• Integrate or embed the training in their job. That means that the professional development is connected to what they do on a daily basis and that teachers benefit from year-around trainings and workshops scheduled on Saturdays and during vacation both in person and online, on and off campus</li> <li>• Align the training with their own professional goals, experiences, and also instructional priorities. The purpose is to build capacity to better serve your child in each and every class</li> <li>• Connect the professional learning to their daily teaching practice. In other words, teachers advance their learning</li> </ul>	 <p><b>How Does Teachers' Professional Development Address My Child's Needs?</b></p> <p>The LAUSD's approach for professional development:</p> <ul style="list-style-type: none"> <li>• Study and research based</li> <li>• Job embedded</li> <li>• Ongoing development of capacity</li> <li>• Enhances content specific practices</li> </ul>

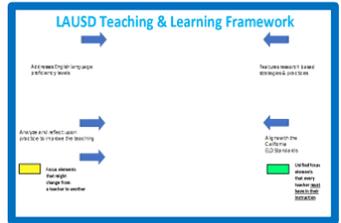
	<p>on how to teach efficiently to the various needs of each and every child in the classroom</p>	
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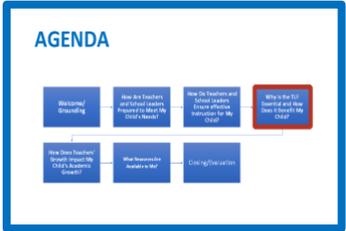
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<p>Slide #10 7 minutes</p>	<p>Say: Parents and families need to understand that teaching and learning is not done in isolation. Rather, it is a process that includes various parties: Play animation for each numbered point on the slide, then read the numbered point on the notes</p> <ol style="list-style-type: none"> <li>1. Instructional staff of all subject matters and school leaders are provided with professional</li> </ol>	
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	<p>So, please take a minute to read this quote and highlight three words that describe what that toll is.</p> <p>When done reading, share with an elbow partner</p>	
<p>Slide #13 4 minutes</p>	<p>Say: With a table partner, share one of your words and why you chose it.</p> <p>Share highlights from the discussions, as pertinent.</p>	
<p>Slide #14 2 minutes</p>	<p>Say: Let's revisit those keywords</p> <p>Play animation and invite parents to share as a whole group</p>	
<p>Slide #15 4 minutes</p>	<p>Say: LAUSD uses the Teaching &amp; Learning Framework to ensure all teachers grow as professional educators and develop capacity in their content area.</p> <p>The TLF is also used as a measuring tool in teachers' yearly evaluation.</p>	

<p>Slides #16 4 minutes</p>	<p>Say: Parents and families need to know that the Teaching &amp; Learning Framework helps educators and school leaders make sure that your child receives a high standard/quality instruction by ensuring that:</p> <ul style="list-style-type: none"> <li>STANDARD 1: PLANNING AND PREPARATION / lessons are planned based on students' academic needs and strength</li> </ul>	

	<ul style="list-style-type: none"> <li>● STANDARD 2: CLASSROOM ENVIRONMENT / classroom is a safe environment where your child can learn and make mistakes</li> <li>● STANDARD 3: DELIVERY OF INSTRUCTION / learning activities are engaging and motivating</li> <li>● STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES / teachers review classroom data and monitor their student progress</li> <li>● STANDARD 5: PROFESSIONAL GROWTH / teachers reflect on their teaching and collaborate with other teachers to plan for learning</li> </ul> <p>The standards that are highlighted in yellow are focus elements that might change from teacher to another teacher.</p> <p>The standards that are highlighted in green are unified focus elements that every teacher must have in their instruction.</p> <p>We can see that:</p> <ul style="list-style-type: none"> <li>● Standard 1 addresses English language proficiency levels</li> <li>● Standard 2 features research based strategies &amp; practices</li> <li>● Standard 3 aligns with the California ELD Standards</li> <li>● Standard 5 emphasizes analysis and reflection upon practice to improve the teaching</li> </ul>	
<p>Slide #17 1 minute</p>	<p>Say: As a parent I would like to know why is the TLF essential and how it benefits my child?</p>	

<p>Slide #18 4 minutes</p>	<p>Time: 4 minutes</p> <p>Say: As parents whose expectation is to see effective teaching taking place in our children’s classrooms, the Teaching &amp; Learning Framework does exactly that.</p> <p>In fact, it</p> <ul style="list-style-type: none"> <li>• Describes for teachers and school leaders what an effective teaching looks like</li> <li>• Highlights effective instructional strategies that teachers should use to meet the needs of diverse students</li> <li>• Guides teachers toward way of improving their teaching</li> </ul>	<div style="border: 2px solid blue; padding: 10px;"> <p style="text-align: center; color: blue;"><b>Why is this Tool (TLF) Essential?</b></p> <ul style="list-style-type: none"> <li>• Describes clear expectations for effective teaching</li> <li>• Highlights effective instructional strategies to meet needs of diverse learners, including ELs and SELs</li> <li>• Guides teachers towards improving their practice</li> </ul> </div>
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<p>Slide #19 3 minutes</p>	<p>Say: Now we are going to explore how the Teaching &amp; Learning Framework supports your child’s learning and academic achievement.</p> <p>Let’s get in collaborative groups of 4</p> <p>Take time to individually read the scenario assigned to your group</p> <p>When finished, have a discussion at your table</p> <p>While you have your group discussion, please make sure you address the 2 concerns</p> <ul style="list-style-type: none"> <li>● Identify which skills are addressed in your scenario</li> <li>● Match those skills to the focus elements in standard 3</li> </ul>	<div style="border: 2px solid blue; padding: 10px;"> <p style="text-align: center; color: blue;"><b>How Does The TLF Benefit My Child?</b></p> <p style="text-align: center; color: blue;"><b>Scenario Table Discussion</b></p> <ul style="list-style-type: none"> <li>• Get in groups of 4</li> <li>• Take time to individually read the scenario assigned to your group</li> <li>• When finished, have a discussion at your table</li> </ul> <p>Please consider the following:</p> <ul style="list-style-type: none"> <li>• Identify which skills are addressed in your scenario</li> <li>• Match those skills to the focus elements in standard 3</li> </ul> </div>
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<p>Slide #20 and 21 10 minutes</p>	<p>Say: Your group will be assigned one of these two scenarios. Once that is done, please read your assigned scenario, and be ready to discuss as a group of 4.</p>	<div style="border: 2px solid blue; padding: 10px;"> <p style="text-align: center; color: blue;"><b>Instructional Scenarios</b></p> <p><b>Scenario 1:</b></p> <p>Ms. Mustafa begins her instruction by greeting her middle school English Learner students and exploring the instructional purpose of the day lesson. “Good Morning, class. Today we will discuss the question: ‘What makes a hero.’” We will read the results of a poll asking ‘Who are our heroes?’ and discuss whether heroes are people with superhuman powers or regular people like you and me. You will then discuss with a partner who you think is a hero and give reasons why. Are there any questions? (There are no questions and students read the poll results.) Now that you read the poll results you will have 60 seconds to discuss answering the question: ‘Who is a hero and why?’</p> <ul style="list-style-type: none"> <li>• You will use the following sentence frames for your discussion:</li> <li>• I think _____ and _____ are heroes because _____ I think a hero must be _____ and _____.</li> <li>• _____ Remember to also use the following academic language to describe your heroes: brave, determined, caring, helpful, risk taker, etc.</li> <li>• I will model an example for you.</li> <li>• Think <u>Reflections</u> and <u>poll.com</u> are heroes because they are <u>brave</u> and <u>caring</u>.</li> <li>• Now it’s your turn to discuss with a partner.</li> </ul> </div>
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		<div data-bbox="1052 201 1398 422" style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center; color: blue; margin: 0;"><b>Instructional Scenarios</b></p> <p><b>Scenario 2</b> Teacher's questions require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion.</p> <p>Teacher differentiates questions to make learning comprehensible for student subgroups.</p> <p>Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.</p> </div>
<p>Slides #22 5 minutes</p>	<p>Say: At your table:</p> <ul style="list-style-type: none"> <li>• <b>(click for animation)</b> Discuss the differences between the two vignettes on the 3 TLF elements.</li> <li>• <b>(click for animation)</b> What questions might you ask to elicit teacher reflection about their English Learners and/or Standard English Learners?</li> <li>• <b>(click for animation)</b> What actionable feedback would you provide to support English Learners and/or Standard English Learners?</li> </ul>	<div data-bbox="1052 621 1398 852" style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center; color: blue; margin: 0;"><b>Reflection</b></p> <p><b>At your table:</b></p> <ul style="list-style-type: none"> <li>• How and why should the use of academic language take place in the classroom?</li> <li>• Why discussion techniques are so important in the classroom?</li> <li>• How might purposeful and productive grouping impact my child's learning?</li> <li>• How might the use of feedback inform my child's learning and achievement?</li> </ul> </div>
<p>Slide #23 1 minute</p>	<p>Say: Now, we will learn about the opportunities available to teachers and school leaders to ensure professional growth and capacity development over time.</p>	<div data-bbox="1052 1241 1425 1388" style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center; color: blue; margin: 0;"><b>AGENDA</b></p> </div>
<p>Slide #24 5 minutes</p>	<p>Say: As parents and families, we should know that teachers and school leaders have many opportunities to develop their capacity in so many areas to meet the needs of your child. Whether it is language, social emotional wellbeing, technology, ELD instructional programs, teachers and school leaders make a serious effort to develop their skills in order to</p>	<div data-bbox="1052 1514 1425 1734" style="border: 2px solid blue; padding: 5px;"> <p style="text-align: center; color: blue; margin: 0;"><b>How Does Teachers' Growth Impact My Child's Academic Growth?</b></p> <ul style="list-style-type: none"> <li>Culturally and Linguistically Responsive Pedagogy</li> <li>English Learner Designees/Targeted Student Population Advisers</li> <li>Dual Language Education</li> <li>Instructional Technology for Teachers</li> <li>English Language Development</li> <li>Academic English Mastery Program</li> </ul> </div>

	<p>meet the needs and ensure the academic growth of all students. For example</p> <p><b>Culturally and Linguistically Responsive Pedagogy:</b>  This professional development support teachers to build school-wide environments that promote inclusion, empathy, and support for all students. Teachers do that through effective and inclusive strategies and learning activities that incorporate cultural sensitivity among teachers and students alike.</p> <p><b>English Learner Designees/Targeted Student Population Advisors:</b>  This professional learning targets building the capacity of school site EL Designees/Targeted Student Population Advisors on how to best support the implementation of an instructionally focused and compliant EL and SEL programs at their schools. EL Designees provide training at their respective school sites to inform educators of the effective instructional practices and the legal requirements and district procedures relating to the Master Plan for English Learners and Standard English Learners.</p> <p><b>Dual Language Education:</b>  The purpose of this professional development is to promote the dual language education and foster bilingualism and biliteracy across all schools in L.A. Unified. The professional development addresses best practices for dual language education and how to use them in the classroom.</p> <p><b>Instructional Technology for Teachers:</b>  To support your child use technology for their learning in and outside the classroom, teachers build their capacity on how to use technology to create online curriculum, use the web to support students’ research, and share their learning experiences with teachers and peers</p>	
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	<p><b>English Language Development:</b>          In this professional development teachers build capacity in Designated ELD (ELD 1-4, Literacy &amp; Language, and Advanced ELD) and Integrated ELD (history, science, ELA, math, etc.) to support students across various courses.</p> <p><b>Academic English Mastery Program:</b>          This professional development provides a comprehensive hands-on-modules for teachers. It aims at building knowledge on how to establish culturally and linguistically responsive classroom learning environments for SELs. These modules foster the belief among teachers and school leaders that validates and affirms the histories, cultures, languages, and learning styles and strengths of SELs. Teachers learn how to build on these cultural assets to scaffold mastery of standard English in oral and written forms and bridge students’ access to rigorous core instruction.</p>	
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<p>Slide #25 30 seconds</p>	<p>Say: To learn more, here are some resources that are available to school stakeholders including parents, guardians, and families.</p>	<p>The agenda flowchart consists of seven blue rectangular boxes connected by arrows. The boxes are arranged in two rows. The top row contains four boxes: 'National/Local', 'Teacher Training: How do we...?', 'Student Training: How do we...?', and 'Why is this?'. The bottom row contains three boxes: 'How can we...', 'What are the...', and 'How do we...'. The second box in the bottom row is highlighted with a red border.</p>
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<p>Slides #26 2 minutes</p>	<p>Say:</p> <ul style="list-style-type: none"> <li>Go to <a href="http://mmed.lausd.net">mmed.lausd.net</a> (click for animation)</li> <li>Click on <b>2018 Master Plan For English Learners &amp; Standard English Learners Courses/Professional Learning</b> (click for animation)</li> <li>Click on <b>Introductory Course to find more information on each chapter of the 2018 Master Plan</b> (click for animation)</li> </ul>	
<p>Slide #27 2 minutes</p>	<p>Say: These are some resources where you can learn more about the Teaching and Learning Framework. Resources:</p> <ol style="list-style-type: none"> <li>Teaching and Learning Framework</li> <li>BUL-6870.0 Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development, and</li> <li>ELA/ELD Standards</li> </ol>	<p><b>What resources are available?</b></p> <p>Teaching and Learning Framework <a href="http://mmed.lausd.net/21kxqF3">http://mmed.lausd.net/21kxqF3</a></p> <p>CLR PD Bulletin <a href="http://mmed.lausd.net/22Fkxq2D">http://mmed.lausd.net/22Fkxq2D</a></p> <p>ELD Standards <a href="http://mmed.lausd.net/22Fkxq2D">http://mmed.lausd.net/22Fkxq2D</a></p> <p>Consult with your school site staff for support:</p> <p>EL Designer LTEL Designer Targeted Special Populations (TSP) Coordinator Title III or Instructional Coach Assistant Principal Principal</p>
<p>Slide #28 30 seconds</p>	<p>Say: Now, let's take a moment to reflect and provide our feedback on today's professional learning.</p>	<p><b>AGENDA</b></p>
<p>Slide #29 1 minute</p>	<p>Have the participants complete the evaluation form by logging into the evaluation link or Schoology.</p>	<p>Evaluation</p> <p>Please complete our evaluation in Schoology</p> <p>Thank you for your participation! Don't forget that all these resources are available in the Schoology course</p>