

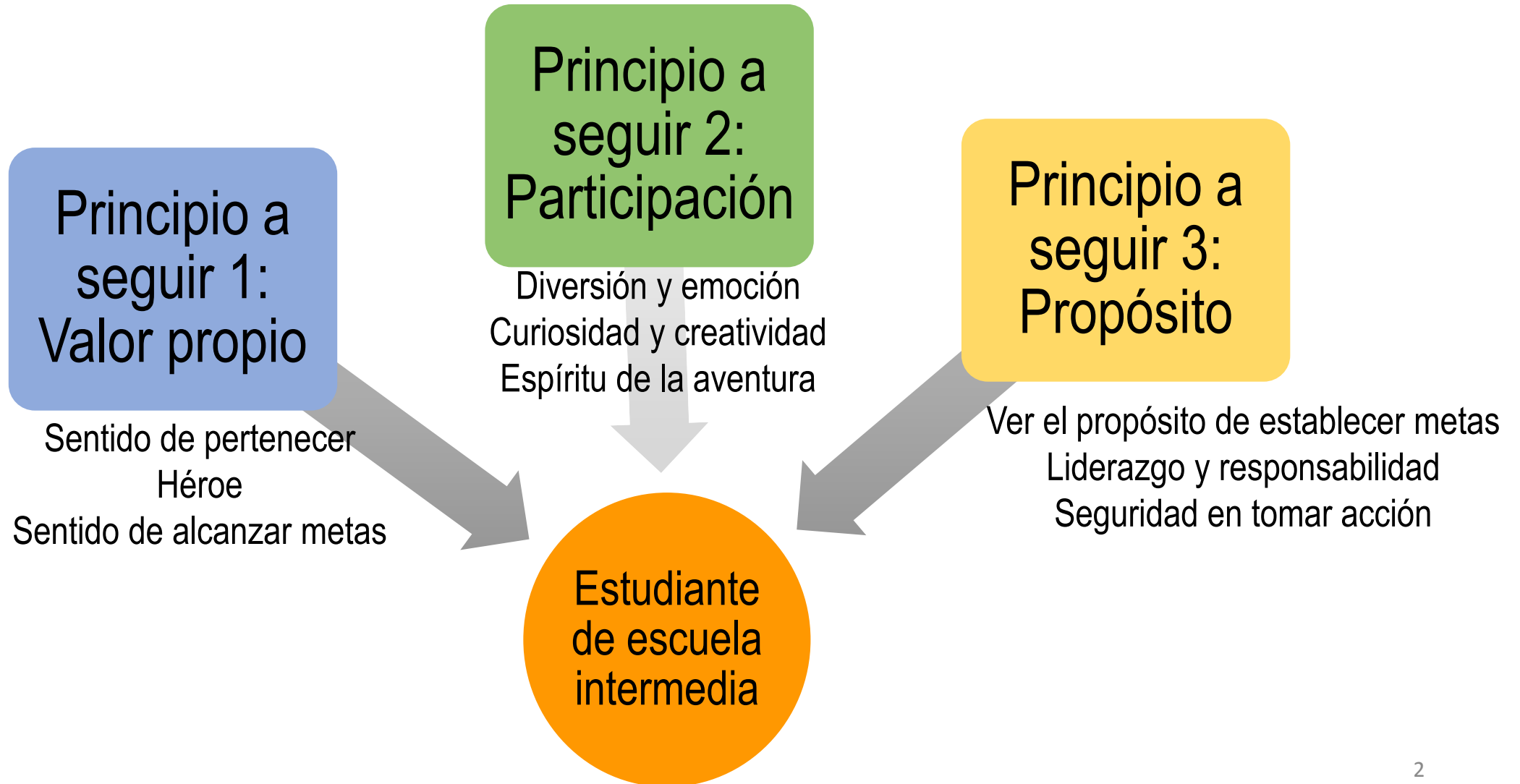
Maestros Guías de Preparación Universitaria y Carreras en la Escuela Intermedia

Panorama general

Grupo de Enfoque de Título I
10 de enero de 2017



Marco para nuestro trabajo: Principios a seguir de Qualia

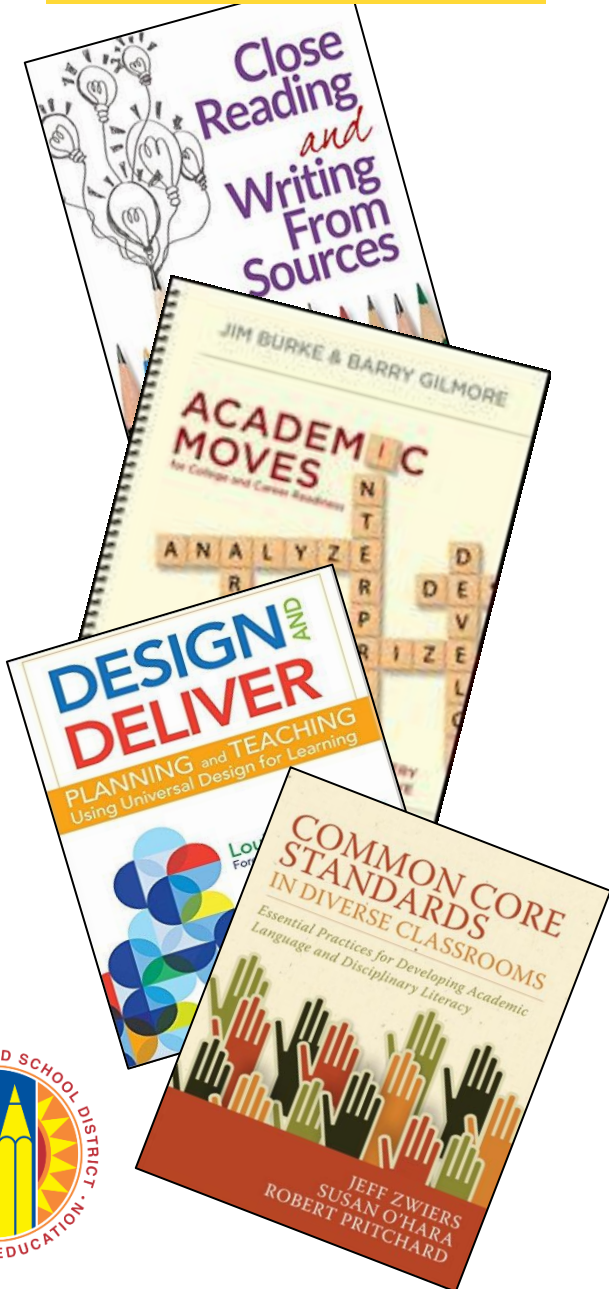


Los muchos deberes de un Maestro Guía de Preparación Universitaria y Carreras en escuela intermedia

- Líder de instrucción
- Facilitador/capacitador de desarrollo profesional
 - Estrategias de intervención
 - Enseñanza diferenciada
- Colaborador
 - Planifica instrucción ELA/ELD con personal escolar y del distrito local
- Persona de enlace
 - Comunicación entre el distrito, el distrito local y el plantel escolar
- Analista de datos
 - Avisos tempranos
 - Monitoreo de estudiantes en riesgo
- Maestro Guía/Asesor
 - Dar ejemplo de lecciones
- Especialista de los recién adoptados libros de texto de ELA
- Proveedor de recursos
- Facilitador
 - Transiciones de estudiantes (programas de transición)
 - Transición de intermedia a preparatoria
- Maestro

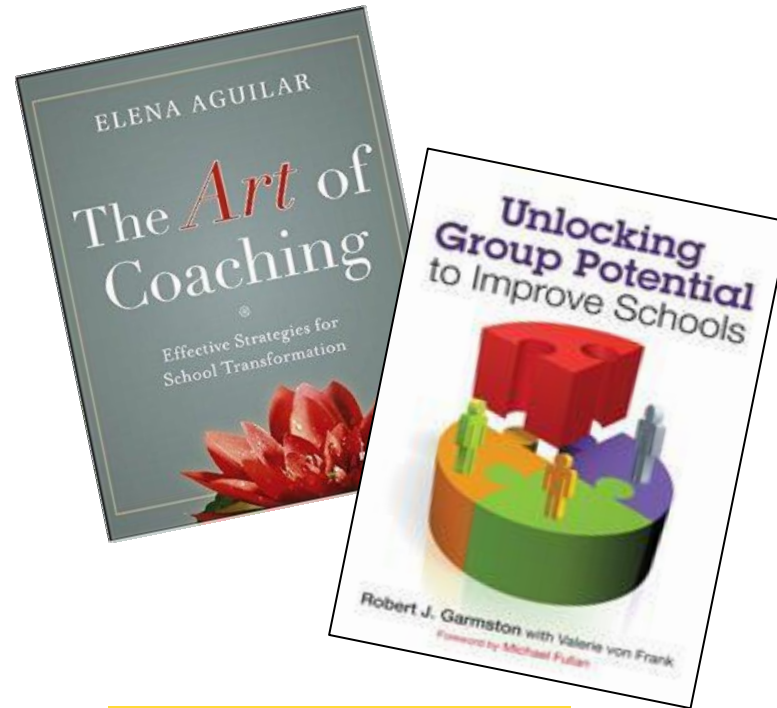


Recursos académicos



Recursos profesionales

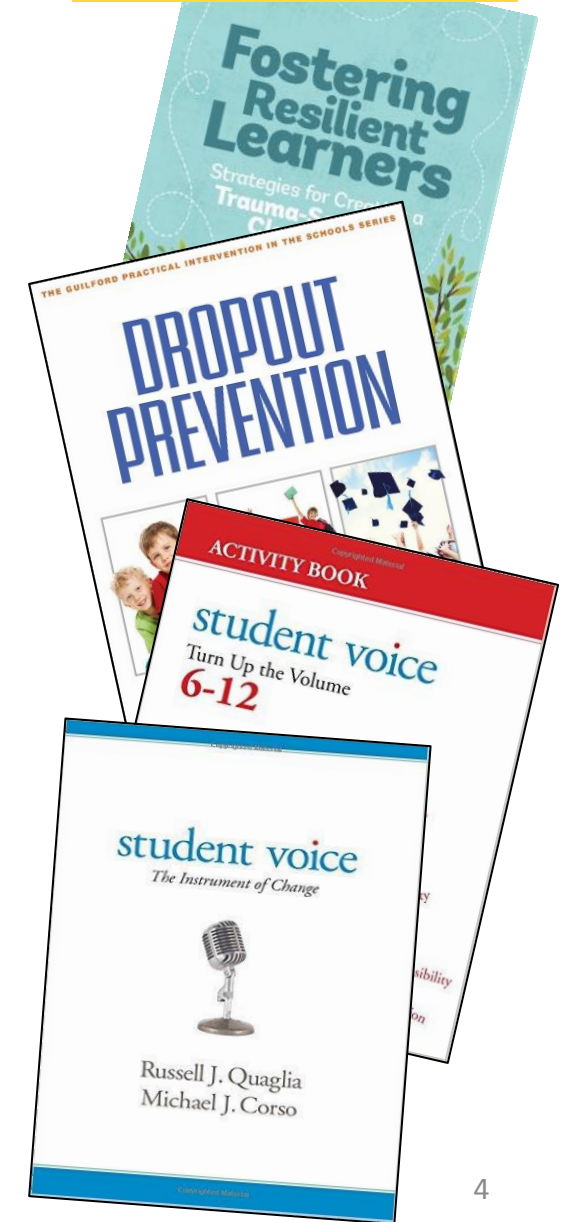
Recursos de guía



Chromebooks (computadores portátiles)



Recursos de apoyo estudiantil



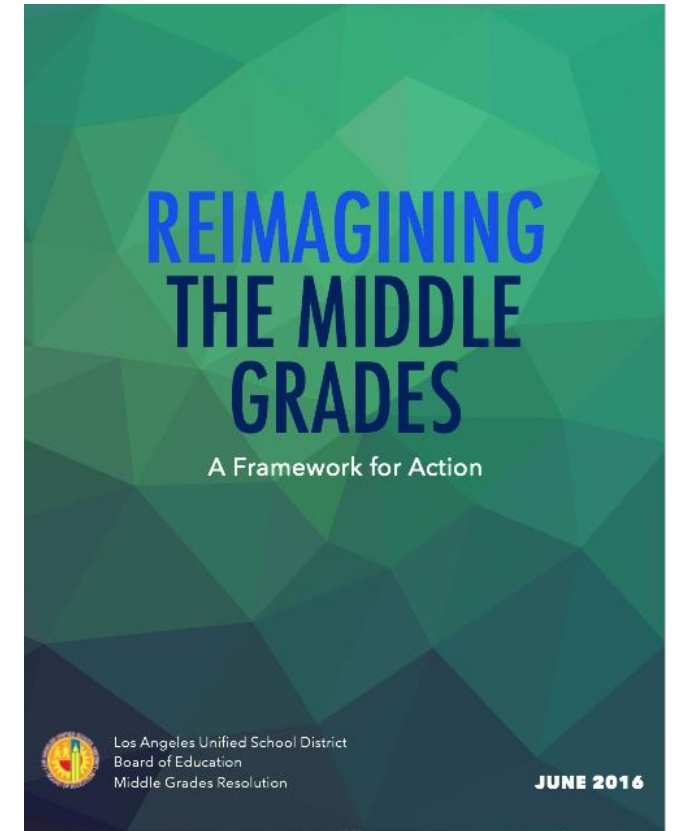
Principios normativos para los grados en escuela intermedia

Parte Uno-Áreas de necesidad

1. Identidad y relaciones estudiantiles
2. Mentalidad de progreso y aprendizaje social emocional
3. Opción estudiantil auténtica
4. Participación
5. Conexiones verdaderas y personales

Los principios normativos y los materiales de la colaboración de los grados de escuela intermedia están disponibles mediante:

<http://achieve.lausd.net/MiddleGradesLG#sbn-content>



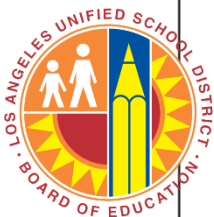
Alcance del trabajo

College and Career Coach Recommended Scope of Work (FALL Semester)

Long Term Goal: 100% of 8th grade students will culminate from the middle school college and career ready LCAP goals:

- Proficiency for all
- 100% Attendance
- Parent, Student, and Community Engagement

Overarching Question: How are our middle grade students learning?					
Guiding Questions	Task	August 26 - September 9 (5-week)	September 12 - October 14 (10-week)	October 17 - November 4 (15-week)	November 7 - December 16 (20-week)
Who are our Middle Grade students?	Data Analysis	Collect and analyze Data <ul style="list-style-type: none"> • Early Warning Indicators (school site) • Language Classification • At-risk students Identify existing student support services and contact person/s.	Review 5-week progress report data <ul style="list-style-type: none"> • Identify at-risk students ELs, SELs, SWDs, and Title I • Together with the ILT, identify available structures in place that meet the needs of at-risk students 	Review 10-week progress report data <ul style="list-style-type: none"> • Monitor previously identified at-risk students • Identify additional at-risk students • Collaborate on the design of supports to meet the needs of at-risk students • Verify that identified students are receiving needed ELA intervention supports 	Review 15-week progress report data <ul style="list-style-type: none"> • Monitor previously identified at-risk students • Identify additional at-risk students • Collaborate on the design of supports to meet the needs of at-risk students • Verify that identified students are receiving needed ELA intervention supports



Alcance del trabajo

Overarching Question: How are our middle grade students learning?					
Guiding Questions	Task	August 26 - September 9 (5-week)	September 12 - October 14 (10-week)	October 17 - November 4 (15-week)	November 7 - December 16 (20-week)
How do we engage our middle grades students in learning?	Professional Development	<p>Establish Coach-Teacher Relationships</p> <p>Attend ILT Meetings to share data and identify and align PD needs</p>	<p>Establish collaborative grade level planning teams</p> <p>Facilitate Deconstructing a unit Performance Task from the Textbook</p> <p>Attend ILT Meetings to share data and identify and align PD needs</p>	<p>Support collaborative grade level planning teams</p> <p>Explore formative assessment using new adoption material</p> <p>Attend ILT Meetings to share data and identify and align PD needs</p>	<p>Support collaborative grade level planning teams</p> <p>Facilitate calibrating student work and establish common expectations</p> <p>Attend ILT Meetings to share data and identify and align PD needs</p>



Alcance del trabajo

Overarching Question: How are our middle grade students learning?					
Guiding Questions	Task	August 26 - September 9 (5-week)	September 12 - October 14 (10-week)	October 17 - November 4 (15-week)	November 7 - December 16 (20-week)
What are our middle grade students learning?	Instructional Design: Textbook Support	Learning the Textbook Components	Deconstructing Unit 1 Performance Task from the Textbook Identify critical digital resources for students and teachers	Explore appropriate differentiation practices	Engage in collaborative scoring
	Coaching	Establish Coach-Teacher Relationships	Begin informal and structured observations to observe student engagement	Provide targeted differentiated support and coaching to individuals and small groups of teachers Provide support integrating technology components of the textbook program to enhance learning and engage at-risk students	Provide targeted differentiated support and coaching to individuals and small groups of teachers





Grupo de schoology

- Colaboración
- Comunicación
- Capacitación Profesional

