



Apoyo a estudiantes multilingües

Presentación 16 de noviembre de 2022

Esta presentación traducida por google

Angelica Gonzalez
Director of Curriculum and Instruction

Multilingual Office

Alma Black,
Multilingual Curriculum Leader



Martha Ensminger,
Multilingual Services Coordinator

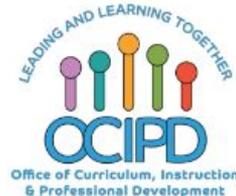


Descripción general de la presentación

- Criterios de reclasificación actualizados
- Lanzamiento de elevación
- Soporte EL del sitio
- Nivel Oficina EL Colaboración
- Actualizaciones del programa de inmersión dual/idioma Khmer

Reclasificación EL:

- Documentos de reclasificación *revisados*
 - Páginas de guía añadidas
 - El criterio local no ha cambiado, solo la estructura del documento
- *Nuevos* criterios alternativos de reclasificación
 - ELPAC alternativo
- Publicado en lbschools.net en inglés, español, khmer



Criteria: Grade 8

Grade 8	Criterion 1	Assessment of English Language Proficiency
STEP 1 (District)	ELPAC (Established by the California Department of Education)	Overall Performance Level of Well Developed
STEP 2 (District)	Criterion 4	Basic Skills Relative to English Proficient Students
	i-Ready (Reading Placement) <div style="text-align: center; border: 1px solid black; padding: 2px;">OR</div> SBAC (ELA/Literacy)	Minimum <i>On-Grade</i> Range Scale Score: <ul style="list-style-type: none"> Round 1 – evaluates <i>Late Grade 7</i> screener (<i>Previous Year</i>) Round 2 – evaluates <i>Early Grade 8</i> screener (<i>Current Year</i>) Round 3 – evaluates <i>Mid Grade 8</i> screener (<i>Current Year</i>) Minimum Overall Performance of Standard Nearly Met: <ul style="list-style-type: none"> All Rounds – Evaluation of <i>Previous Year</i> results (grade 7)
STEP 3 (Site)	Criterion 2	Teacher Evaluations
	Site Reclassification Team (Principal, Reclassification Coordinator, IEP Team (if applies), Teacher responsible for ELA or ELD instruction)	Evaluation and Verification: <ul style="list-style-type: none"> Student is linguistically and academically ready to be reclassified Student achievement in relation to grade-level standards NOTE: Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification
STEP 4 (Site & Parent/Guardian)	Criterion 3	Parent Consultation
	Parent/Guardian (Site Reclassification team and Parent/Guardian)	Opinion and Consultation: <ul style="list-style-type: none"> Invited to attend reclassification review meeting Send home notification of reclassification Complete process to obtain parent/guardian signature



Consulta de padres

- Orientación adicional para los sitios
- Videos de resultados ELPAC personalizados integrados en ELLevation



U1, P3

Planifique apoyos diarios para que los estudiantes de inglés accedan al contenido y amplíen las oportunidades para interactuar de manera significativa, comprender "cómo funciona el idioma" y abordar las brechas de habilidades fundamentales a través del desarrollo del idioma inglés integrado y designado.

U3, P2

Diseñe experiencias que optimicen el rendimiento de los estudiantes, permitiéndoles describir su pensamiento a otros de forma oral, visual y por escrito, dentro de cada lección.

2022
Understandings & Expectations
◆◆◆ AT A GLANCE ◆◆◆

Understanding 1: Planning Standards-Aligned Content
Purposeful planning, through an asset-based lens, provides access to standards-based grade-level content while acknowledging student profiles and needs.
Practice 1: Plan a unit of standards-aligned content using district-adopted materials and curriculum guides.
Practice 2: Plan for differentiated instruction for all learners based on student readiness, learner profile and interest.
Practice 3: Plan daily lessons that provide access to on-or-above-grade level content, including scaffolds and supports, while maintaining the rigor of the standard.

Understanding 2: Equitable Instruction
Equitable instruction ensures that all students can engage in learning experiences that build knowledge and skills leading to conceptual understanding of content; transfer to new contexts and the building of critical consciousness.
Practice 1: Deliver lessons and facilitate experiences guided by clear learning intentions.
Practice 2: Provide opportunities for students to build conceptual understanding that leads to knowledge transfer.
Practice 3: Help students achieve an in-depth understanding of the world and build critical consciousness.

Understanding 3: Student Engagement
Purposeful engagement increases student motivation, interest and meaning making to develop a deeper understanding of content.
Practice 1: Create the social and emotional conditions to cultivate high levels of student motivation and interest.
Practice 2: Use active participation strategies to provide varied opportunities for students to interact with and reflect on the content.
Practice 3: Promote collaborative meaning making through academic discourse.

Understanding 4: Evidence of Student Learning
Formative and summative assessment data used to monitor and adjust instruction provides feedback, motivates the learner and leads to student mastery.
Practice 1: Use formative evidence drawn from the student's knowledge, understanding and skills to inform teaching. (Assessment for Learning)
Practice 2: Use summative evidence of student learning to assess growth toward mastery of standards. (Assessment of Learning)
Practice 3: Guide students to assess and monitor their own learning. (Assessment as Learning)

Understanding 5: Collective Efficacy
Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy and believe that their combined actions will move students towards equitable access and mastery.
Practice 1: Establish the conditions, structures and purpose for working and planning as a collaborative learning team.
Practice 2: Create learning cycles where teams analyze data, set goals, research and learn best practices, implement new learning, and reflect on implementation to plan the next steps.
Practice 3: Embody the belief that the collective responsibility for the success of all students lies with the team, and therefore, all members are accountable.

Understanding 6: Equitable and Inclusive Learning Environment
Equity-centered classrooms affirm student identities, cultivate a sense of belonging and develop student agency in safe learning environments where students thrive.
Practice 1: Create a student-centered physical environment that affirms student identities and promotes academic support.
Practice 2: Co-create a safe and welcoming community that centers caring relationships by valuing diversity, trust and respectful communication.
Practice 3: Communicate and model high expectations aligned to the belief that all students can achieve high levels of success if given the necessary support, regardless of identity and past performance.

  
LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

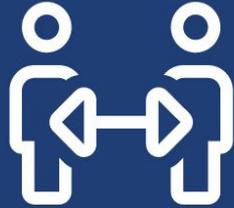
U2, P3

Guíe a los estudiantes para que creen conexiones entre los conceptos y perfeccione esas conexiones a través de más preguntas y análisis.

U6, P3

Comunicar y modelar altas expectativas alineadas con el creencia de que todos los estudiantes pueden lograr altos niveles de éxito si se les da la apoyo necesario, independientemente de la identidad y el desempeño anterior.

Apoyando a los estudiantes multilingües en todas las aulas



Conócelos

- Habilidades lingüísticas en todos los dominios.
- Habilidades únicas
- Necesidades individuales
- Historias personales



Desarrollar mejores prácticas

- Construir experiencia en instrucción.
- Aprovechar métodos probados en las actividades.

¿Qué es ELLevation?



Ellevation es una ventanilla única en línea para los datos de los estudiantes de inglés del LBUSD y los recursos de instrucción ELD.

- **Tablero de datos:** identifica quiénes son sus EL, proporciona información general y detallada sobre el nivel del idioma, realiza un seguimiento del progreso de los estudiantes y revisa los datos de evaluación
- **Tablero de actividades:** banco de actividades que aumentan el uso del idioma durante ELD integrado y designado, recursos para la diferenciación impulsada por el maestro y objetivos de idioma incorporados

LBUSD English Learner Dashboard ▾



LBUSD Students

66180

EOs

42692

ELs

11031

RFEPs (Monitored)

3064

RFEP (Fully Exited)

6845

TBDs

42

Newcomers

593

At Risk of LTEL

1848

LTEs

3181

Dual Language

2730

IEPs

8296

504s

1095

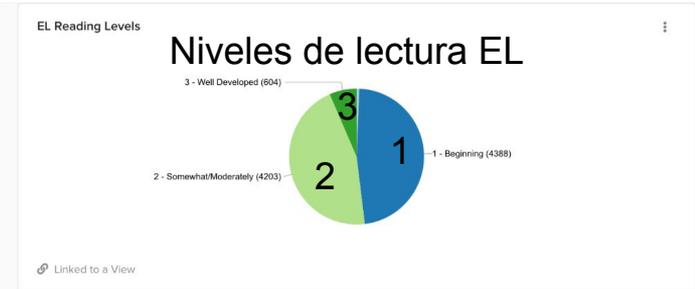
IFEPs

2474

1- Comienzo

2- Algo/moderadamente

3- Bien desarrollado



Reclasificación y Seguimiento

Paso 1: Identificar estudiantes elegibles

Paso 2: Reúna los aportes del maestro

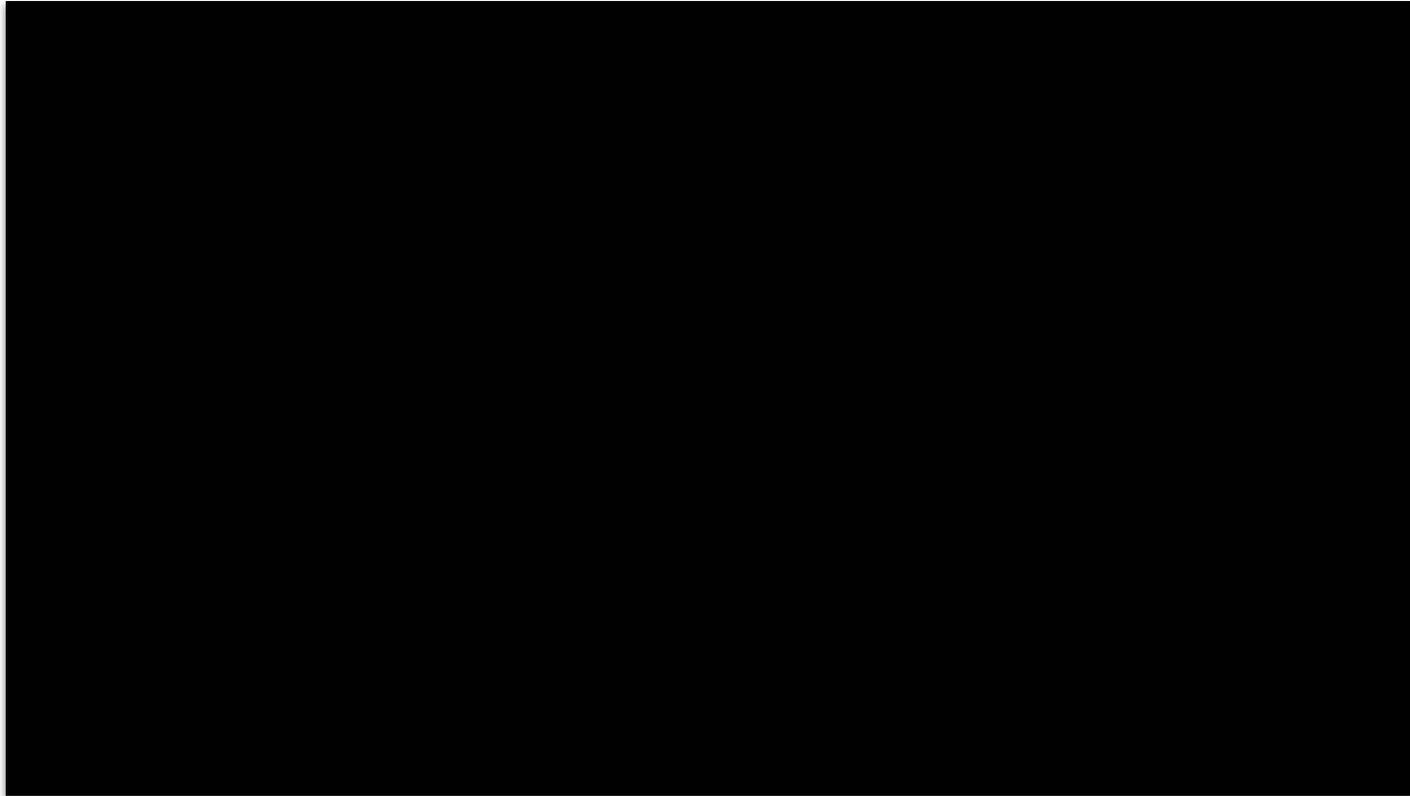
Paso 3: Revise los datos y decida

Paso 4: Actualizar el estado de EL en el SIS

The screenshot shows the 'Elementary Monitored Students' form in the ELLEVATION system. The student profile for Jane Doe is displayed, including her local ID and monitoring status. The form contains a table for monitoring domains and a recommendation section.

Does student meet grade-level expectations in the following domains? <small>Required</small>	Never	Seldom	Sometimes	Often	Always
Speaking	<input type="radio"/>				
Listening	<input type="radio"/>				
Reading	<input type="radio"/>				
Writing	<input type="radio"/>				

Recommendation Required
 As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):
 Continue - student should continue as monitored



Lanzamiento de ELLevation, 2022



Soporte del sitio EL

- Apoyo directo a 38 equipos de liderazgo escolar
- Visitas periódicas para colaborar en:
 - implementación de ELD
 - Desarrollo profesional
 - Reclasificación
 - Seguimiento RFEP
 - Intervenciones EL



Martha Ensminger



Dr. Leola Oliver



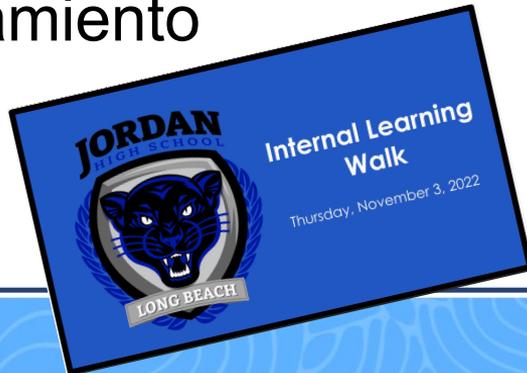
Nancy Lopez-Hernandez

Escuela secundaria

Colaboración: Caminatas Internas de Aprendizaje

Compromiso y apoyo de
los estudiantes

EL Soporte del sitio: PD y
entrenamiento



Internal Learning Walk Focus:

What evidence do we have that the Jordan classroom environment engages and supports all students, EL (multilingual) students in particular, based on the expectations articulated in Understanding 3 and Understanding 6?

Classroom Look Fors:

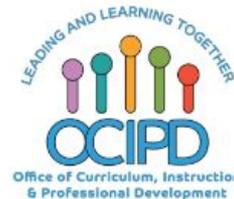
- How are we engaging Multilingual students in all classrooms to promote academic success and a sense of belonging?
- What strategies are in place to ensure all students are active participants in their learning?



Escuela intermedia/K-8:

Colaboración: CCR/ELD

- Clase adicional de ELA para estudiantes que necesitan apoyo significativo y moderado
- Apoyar sustancialmente y preparar a nuestros estudiantes de inglés/multilingües para la reclasificación
- Proporcionar instrucción ELD en grupos pequeños alineada con los niveles ELPAC
- Basado en texto de alto interés y actividades de ELLevation



Escuela primaria:

Colaboración: aceleración de la alfabetización (y el lenguaje) a través de la ciencia

- Cambios de instrucción en ciencias basados en NGSS
- Uso intencional del lenguaje a través del contexto de la resolución y el diseño de la ciencia.
- PD directo a todos los maestros de TK-5



To support culturally relevant and responsive practices... So all students

Purposefully plan for social/emotional, behavioral, and cognitive student engagement (U3)

- Design instruction that integrates Literacy Accelerators (U1), optimizes student output (U3), and provides strategic scaffolds (U1)
- Ask rigorous and discussion-worthy questions (U3) that lead to conceptual understanding
- Use multiple approaches that require students to consistently explain and justify their thinking and reasoning (U4)
- Listen carefully to determine students' conceptual understanding of content (U3)

Engage in and access cognitive demanding tasks build knowledge develop a deep conceptual understanding content

- How does the video support our QCI focus?
- What do you notice about the use of language in this video?

Inmersión en dos idiomas: Riley



- ¡Año inaugural!
- 2 clases de jardín de infantes
- Servicios de apoyo al programa para:
 - Principal
 - Profesores DI



Programa de idioma khmer: Whittier



Programa de idioma jemer después de la escuela

- Asociación de 4 años con la Asociación de Padres Khmer
- Alfabetización khmer - maestro de LBUSD
- Danza y cultura khmer
- Abierto a las escuelas vecinas

Solicitud de programa de doble inmersión

- Reclutamiento de maestros acreditados locales
- Apoyo a los maestros acreditados para obtener la autorización bilingüe khmer



Meta para los aprendices de inglés en LBUSD

Los aprendices de inglés experimentarán una instrucción diferenciada y rigurosa en todas las áreas de contenido, alineada con los estándares ELD y los entendimientos y expectativas del LBUSD que conducen al dominio del idioma inglés para el éxito académico y personal.

