

LOS ANGELES UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SUPPORT SERVICES
AEMP/CLOSING THE ACHIEVEMENT GAP BRANCH
HOMEWORK ASSIGNMENT FOR SALARY POINT CREDIT
AEMP/CLOSING THE ACHIEVEMENT GAP CONFERENCE

Name Employee No.

Street Address City Zip

Phone No: () _____
School Grade/Subj.

E-mail Address: _____

1. **Report** on key learnings and culturally responsive strategies presented during the conference. **Write** 3 detailed standards based lesson plans designed with AEMP Instructional strategies using the INTO-THROUGH-BEYOND AEMP Lesson Plan format (TASKSTREAM FORMATS ARE ACCEPTABLE). **Implement** the lessons in your classroom. **SUBMIT ONLY ONE LESSON PLAN.**
2. **Write a summary of the key learnings, planning process, implementation, and results of the instructional strategies utilized in the three lessons that were implemented in the classroom. Participants will submit a 3-4 page double-spaced paper of their findings to the AEMP Office**
3. Fill out and return your WEEKEND STAFF DEVELOPMENT CONFERENCE EVALUATION form with your homework.
4. SALARY POINT CREDIT WILL NOT BE PROCESSED WITHOUT SUBMITTING THE ATTACHED LESSON PLAN OR A HARD COPY OF THE TASKSTREAM LESSON.
5. Fax's are acceptable but they **Must Be Legible!!**
HOMEWORK DUE DATE: **Monday May 5, 2008**

SEND TO: LAUSD-AEMP/ACHIEVEMENT GAP BRANCH, 25th Floor

ATTN: Javier San Román

javier.sanroman@lausd.net Fax #(213) 241-8495

**LOS ANGELES UNIFIED SCHOOL DISTRICT
AEMP/CLOSING THE ACHIEVEMENT GAP BRANCH
INSTRUCTIONAL SUPPORT SERVICES**

Weekend Professional Development Conference Salary Point Class

Evaluation

1. Did the workshops/seminars help you to gain a deeper understanding of culturally relevant and responsive education (CRRE)? How?

2. How did you incorporate CRRE into your daily instruction within a structured program such as; (OCR, Prentice Hall, Language, others, etc..)?

3. How did you incorporate CRRE into your area(s) of content instruction?

4. What were the student outcomes of the strategies that you implemented in your classroom?

5. What kinds of behavioral changes (if any) did you observe in the students when you implemented a culturally responsive lesson?

6. Did the implementation of CRRE improve the students overall understanding of the content being taught?

7. Do you feel that this homework assignment will lead you to continue to implement culturally relevant and responsive instructional strategies into your daily content instruction? Why or why not?

8. What kind of follow-up training would be effective in assisting you to build on what you have learned from this class?

Date

School

Grade Level

If you need more room please feel free to attach pages.

LOS ANGELES UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
AEMP/CLOSING THE ACHIEVEMENT GAP BRANCH
OUTSIDE PREPARATION FOR SALARY POINT CREDIT
AEMP/CLOSING THE ACHIEVEMENT GAP CONFERENCE

Attention: This page refers to the sequence of outside preparation necessary to meet the 30 hour requirement for salary point. Submission of the culminating homework assignment to the AEMP office verifies the completion of the 30 hour requirement.

Summary of Study Requirements for the Salary Point Course (30 hrs):

Assignment 1:

- Participants will download the Strategies, Reference and Resource Manual for Eliminating the Achievement Gap at:
http://notebook.lausd.net/portal/page?_pageid=33,186103&_dad=ptl&_schema=PTL_EP. Participants will read Chapter 1 Culturally Relevant and Responsive Education and will reflect on the implications for classroom practice. (2hrs)
- Participants will relate key learnings to culturally responsive strategies and reflect on their implications for classroom practice. Participants will report their findings on the Reflective Learning Template. (1hr)
- Participants will design a detailed standards-based lesson plan designed with culturally responsive (CRRE) instructional strategies and a content area of their choice using the Into-Through-Beyond AEMP Lesson Plan format (Taskstream formats are acceptable). (4hrs)
- Participants will implement the AEMP lesson in their classroom (N/A)
- Participants will analyze the student outcomes of the lesson in relation to the new strategies employed and write a 2-3 page reflection on the key learnings from the process. (3hrs)

Assignment 2:

- Participants will identify key learnings and culturally responsive strategies from an Education Seminar or Workshop attended and reflect on the

implications for classroom practice. Participants will report their findings on the Reflective Learning Template. (1hr)

- Participants will design a detailed standards-based lesson plan designed with culturally responsive (CRRE) strategies in the context of a Structured Program, i.e., Open Court, Prentice Hall, High Point, etc... Teachers will

utilize the Into-Through-Beyond AEMP Lesson Plan format (Taskstream formats are acceptable as well). (4hrs)

- Participants will implement the AEMP lesson in their classroom (N/A)
- Participants will analyze the student outcomes of the lesson in relation to the new strategies employed and write a 2-3 page reflection on the key learnings from the process. (3hrs)

Assignment 3:

- Participants will identify key learnings and culturally responsive strategies from an Education Seminar or Workshop attended and reflect on the implications for classroom practice. Participants will report their findings on the Reflective Learning Template. (1hr)
- Participants will design a detailed standards-based lesson plan designed with culturally responsive (CRRE) instructional strategies into a content area of their choice using the Into-Through-Beyond AEMP Lesson Plan format (Taskstream formats are acceptable). (4hrs)
- Participants will implement the AEMP lesson in their classroom (N/A)
- Participants will analyze the student outcomes of the lesson in relation to the new strategies employed and write a 2-3 page reflection on the key learnings from the process. (3hrs)

Culminating Assignment: This is the only assignment that will be submitted to the AEMP/Closing the Achievement Gap Office for Salary Point Verification (Refer to the Weekend Conference Homework Assignment Sheet for instructions)

- Submit only **one** of the 3 lessons that were implemented in the classroom using the Into-Through-Beyond AEMP Lesson Format or Taskstream Format.

- Write a summary of the key learnings , planning process, implementation, and results of the instructional strategies utilized in the three lessons implemented in your classroom. Submit a 3-4 page double-spaced paper of your findings to the AEMP Office. (3hrs)
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- Fill out and return the weekend professional development conference salary point class evaluation form and attach it to the culminating assignment (1hr)

LOS ANGELES UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES
AEMP/CLOSING THE ACHIEVEMENT GAP BRANCH
Reflective Learning Template



Key Learnings From Ed. Seminars, Workshops, or Strategies Manual

1. Briefly describe the essential key learning from the Ed. Seminar, Workshop, or Manual.

2. Briefly describe other key learnings from the Ed. Seminar, Workshop, or Manual.

3. Develop three guiding questions from the key learnings to consider as you reflect on your own classroom practice for this particular content area.

4. Consider how to incorporate the key learnings from the conference to formulate a detailed standards-based lesson plan for this particular content area. How will you proceed?

5. Consider the impact that culturally responsive strategies will have on the student outcomes of this particular lesson. List some possibilities.

6. Consider why culturally responsive strategies are necessary in order to provide students access to the core content of the lesson. List some possible reasons.

AEMP LESSON ORGANIZER PART 1

CONTENT AREA					GRADE LEVEL SPAN			
Language Arts <input type="radio"/>	History <input type="radio"/>	Math <input type="radio"/>	Science <input type="radio"/>	Other _____	K-1 <input type="radio"/>	2-3 <input type="radio"/>	4-5 <input type="radio"/>	6-12 <input type="radio"/>
AEMP Instructional approaches for Teachers to Consider								
<input type="checkbox"/> 1. Build knowledge, understanding, and positive attitude toward non-standard languages and the students who use <input type="checkbox"/> 2. Integrate knowledge about non-standard language into instruction. <input type="checkbox"/> 3. Utilize second-language acquisition methodologies to support the acquisition of school language and literacy <input type="checkbox"/> 4. Employ a balanced approach to literacy acquisition that incorporates phonics and meaning construction <input type="checkbox"/> 5. Design instruction around the learning styles and strengths of Standard English Learners <input type="checkbox"/> 6. Infuse the history and culture of standard English language learners into the instructional curriculum								
AEMP Instructional Benchmarks for Students to Achieve								
Use Standard English and Academic English in all Subject Matter Areas								
<input type="checkbox"/> 1. Develop receptive language in Standard English <input type="checkbox"/> 2. Engage in the Processes of language through interaction with reading and writing <input type="checkbox"/> 3. Expand personal thesaurus of conceptually coded words <input type="checkbox"/> 4. Develop awareness of Standard English conventions and their functional use in oral and written form <input type="checkbox"/> 5. Demonstrate proficient use of Standard English in oral and written forms								
Acquire knowledge of and develop appreciation for linguistic and cultural diversity								
<input type="checkbox"/> 6. Demonstrate an awareness and appreciation of home language and culture in the context of general, social, and historical concepts <input type="checkbox"/> 7. Demonstrate an awareness and appreciation for languages and cultures in the context of school, community, city, state, and nation <input type="checkbox"/> 8. Recognize and label the linguistic features of the home language <input type="checkbox"/> 9. Demonstrate an awareness and appreciation of diverse languages and cultures from around the world								
Communicate effectively in cross-cultural environments								
<input type="checkbox"/> 10. Compare and contrast linguistic similarities and differences between the home language and Standard English <input type="checkbox"/> 11. Recognize the language requirements of different situations <input type="checkbox"/> 12. Communicate effectively in academic, social, and work settings								
Standards-Based (Content Standards)								
California Achievement Test Skills								
Culminating Task/Product What will the individual student produce to demonstrate achievement of the standard?								
Assessment What criteria will be used to evaluate/score student's work/performance on the culminating task?								
Resources What materials, textbook, technologies, supplies, documents, etc., will support student learning during each activity?								
<input type="checkbox"/> Pens/Pencils <input type="checkbox"/> Paper <input type="checkbox"/> Index Cards <input type="checkbox"/> VCR	<input type="checkbox"/> Overhead Projector <input type="checkbox"/> Chart Paper <input type="checkbox"/> Journals <input type="checkbox"/> Audiotape/CD player	<input type="checkbox"/> Computer <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Thesaurus <input type="checkbox"/> Elec. Thesaurus	<input type="checkbox"/> Videotape _____ <input type="checkbox"/> Textbook _____ <input type="checkbox"/> Software _____ <input type="checkbox"/> Literature _____	<input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____				

Part 3 –THROUGH THE LESSON: DIRECTED INSTRUCTION,
 GUIDED AND INDEPENDENT PRACTICE
 (What the teacher will do DURING the lesson and activities)

Instructional Activities	Time <i>in minutes</i>
<p>Instructional Strategies What strategies will the teacher employ to ensure student’s access to the content and opportunities to learn?</p> <p>➤</p> <p>Learning Activities ➤</p>	
Expected Student Products	
<p>What student work/products, if any, will result from the INTO instructional activities?</p> <p>➤</p>	

Part 4 –BEYOND THE LESSON: EXTENDED ACTIVITIES

(What the teacher will do to EXTEND and ENRICH the lesson and activities.)

Instructional Activities	Time <i>in minutes</i>
<p>Instructional Strategies What strategies will the teacher employ to ensure student's access to the content and opportunities to learn?</p> <p>➤</p> <p>Learning Activities ➤</p>	
Expected Student Products	
<p>What student work/products, if any, will result from the INTO instructional activities?</p> <p>➤</p>	