

Secondary ELD Lesson Template

DRAFT

Grade Level(s): 9 - 12

☐ Integrated ELD – Content Area

☒ Designated ELD

Start Smart – Constructive Conversations Day 1 - CREATE

Class Composition

Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MiSiS and MyData: <https://mydata.lausd.net>

General Student Data (1b1, 1b3) - Record the number of students in each category

Students with Disabilities:

GATE Students:

English Learner Data (1b1)

English Learners:

ELD Levels In Your Class:

Long Term English Learners:

Standard English Learners:

Instructional Goals and Objectives (1a1)

(Part # of #)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

B5: Listening actively to spoken English in a range of social and academic contexts

Part II. How English Works

7.6 Combine clauses to make connections between and join ideas

(This connects to the 'Create' Phrase "I connect to ____ because ____")

Content Standard(s):

Content Objective(s):

ELD Objective(s):

Students will **interpret a text by combining clauses to make connections to join ideas**, using **CREATE phrases (e.g., I connect to ____ because ____, etc.)** by explaining their ideas **to a partner** and writing notes.

Academic Language Development High Impact Practice Emphasized:

☐ Using Complex Text ☐ Fortifying Complex Output ☒ Fostering Academic Interactions

Key Vocabulary Words & Phrases:

Create

Conversation norms

Think time

Language of the skill

Conversation voice

Listen respectfully

Take turns

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Build on each other's ideas

Debrief

Note: Teachers will identify additional vocabulary words/phrases from the lesson students might have challenges with and add them to this list.

- **Say:** *As we go through the lesson, I will review each of the vocabulary words. We will encounter them specifically in the Constructive Conversation Norms section. I will stop and give you time to capture these in your Thinking Journal. I will also stop and review the words during the lesson. I will give you time at the end of the lesson to review the words and clarify as needed.*

Teacher addresses the vocabulary list as many times as necessary and teaches the words in context. Provide time to revisit the Thinking Journal as necessary.

Instructional Materials, Technology and Resources (1d2)

- Vocabulary words poster
- Visual Texts
- Constructive Conversation Skills Poster
- Listening Task Poster
- Model Script
- Non-Model Script
- Constructive Conversation Skills Placemat (Designated ELD)
- Release Forms (English & Spanish)
- Thinking Journal (school provided)

Lesson Structure

(1a2) Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

This lesson is intended to teach the constructive conversation skill **CREATE**. There are 5 parts to this lesson: 1) conversation norms, 2) hand gesture, 3) model and non-model, 4) student independent practice, and 5) language sample.

LESSON INTRODUCTION:

- Post and read ELD Objective(s)
- Post and introduce Constructive Conversation Skills Poster
- Post and introduce Conversation Norms Poster
- Post and introduce Conversation Norms visual text

*Today we are going to begin by practicing the Conversation Norms (see Appendix A) and the **CREATE** skill.*

1. Conversation Norms

A. Use your Think Time

- **Say:** *Think time is for students to process what they are viewing (point to Appendix A, the Conversation Norms Poster). First, we focus and read the entire text. A text could be visual or written. When reading a visual text, we look closely at all areas of the text (point to Appendix B, Conversation*



Conversation Norms Poster (Appendix A)



Conversation Norms Visual Text (Appendix B)

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Norms Visual Text). *Then we take time to think about what we have read or seen and how it makes sense to us. In our minds, we think about the ideas we have. We might ask ourselves questions about the visual text. In our minds, we also practice and say our ideas.*

- **Demonstration:** Teacher will answer the following prompt: “*What do you notice in the visual text?*”. Teacher models looking at the visual text and examines it closely. Teacher nods head and places index finger on the temple of his/her head to demonstrate think time.
- **Debrief:**
 - **Teacher:** “*Converse with your partner.*” Answer the following prompt: “*How did I demonstrate think time? What did you notice?*” After 1 minute, bring the students back to share-out.
 - **Targeted Response:** I noticed your eyes on the visual text; you put your finger on your temple to show you were thinking.

B. Use the Language of the skill CREATE

- **Say:** *The next norm is Use the Language of the Skill* (point to Conversation Norms Poster). *We use the language of the skill **CREATE** (e.g., “My idea is”, “I notice”) to share our ideas, start statements, and ask questions. Use **Appendix H**, the Designated ELD Placemat, for language examples. The sample prompts listed on the Placemat are not an exhaustive list. Additional prompts are available on the Constructive Conversation Skills poster(s).*
- **Demonstration:** The teacher will select a student with whom to read the following script. Provide a script for the student to read (see **Appendix C – Constructive Conversation Norms Script**).

Teacher: “*I notice the high school students are painting over the graffiti. **What is your idea?***”

Student: *My idea is they are all working together to make the house look better. **What else do you notice?***
- **Debrief:**
 - **Teacher:** “*Converse with your partner.*” Answer the following prompt: “*How did I use the language of the skill with my partner?*” After 1 minute, bring students back to share-out.
 - **Targeted Response:** *I heard the teacher and partner using the response starter, “My idea is” and the prompt starter, “What is your idea?”*

C. Use your Conversation Voice

- **Say:** *The next norm is Use your Conversation Voice* (point to Conversation Norms Poster). *The way you do this is by projecting your voice and speaking clearly.*
- **Demonstration:** Teacher selects a student volunteer. Both are facing

Features of Conversations with Visual Mediators	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head)	<ul style="list-style-type: none"> What do you notice? What is your idea? What are other points of view? I wonder...? How can we combine these ideas? 	<ul style="list-style-type: none"> I notice... Another idea is... This reminds me of... I connect to... because...
Clarify (Place hands over eyes as if focusing on details)	<ul style="list-style-type: none"> Can you elaborate on...? Can you clarify...? What do you mean by...? Say more about...? Why, How, What, When... 	<ul style="list-style-type: none"> I think it means... In other words... More specifically, it is... because... In other words, you are saying that...
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingers of the other hand to support the palm)	<ul style="list-style-type: none"> Can you give an example from the text? Where in the text does it say that? Are there any cases in real life? How does it support this idea? 	<ul style="list-style-type: none"> For example... In the text it said... Remember from the text we read... An example from my life is... Strong supporting evidence is...
Negotiate (Put your hands on by your shoulders, palm up. Move them up and down like a scale)	<ul style="list-style-type: none"> How are the 2 ideas similar/ different? Which has the strongest evidence? How can we decide which has the more... idea? How is that evidence stronger than this evidence? 	<ul style="list-style-type: none"> Is strong evidence because... I think we can use the criteria of... because... That is a valid point, but... I think the negative of... outweighs the positives of...

**Designated ELD Placemat
(Appendix H)**

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each other. The teacher uses a clear voice. The teacher and the student take turns and build on each other's ideas. Teacher may reuse the script from Language of the Skill. **TIP:** have the student mumble a bit and have the teacher speak clearly.

- **Debrief:**

- **Teacher:** "Converse with your partner." Answer the following prompt: "How did my partner and I use our conversation voice?" After 1 minute, bring students back to share-out.
- **Targeted Response:** *The teacher used a clear voice; one person spoke at a time as they took turns. One student mumbled, and it wasn't as easy to understand what he/she said.*

D. Listen Respectfully

- **Say:** *The next norm is Listen Respectfully (point to Conversation Norms Poster). One way to let your partner know you are listening is to focus on your partner. Another way to let your partner know that you understood him/her is to restate what was said. This shows respectful listening and helps you better understand your partner.*
- **Demonstration:** The teacher begins the conversation. The teacher nods and acknowledges once the student shares. After the student shares, the teacher restates what the student said with the following phrase: *I heard you say...*

Teacher: *I noticed the girls are helping to paint the house. What do you notice?*

Student: *I notice the girls are part of a club that helps the community.*

Teacher: ***I heard you say** the girls are painting the house to help people in the neighborhood.*

Student: *Yes, and I also noticed that they look like they are enjoying themselves.*

- **Debrief:**

- **Teacher:** "Converse with your partner." Answer the following prompt: "How did my partner and I listen respectfully?" After 1 minute, bring students back to share-out.
- **Targeted Response:** *The teacher used a clear voice; one person spoke at a time as they took turns, and the teacher restated what the student said.*

E. Take turns and Build on Each Other's Ideas

- **Say:** *The next norm is Take Turns and Build on Each Other's Ideas (point to the Conversation Norms Poster). In order to learn from each other, we have to share our best thinking. We listen carefully so we can add to and/or clarify our partner's ideas. Taking turns is everyone's responsibility. Remember the goal of constructive conversations is to*

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learn from each other. This norm explicitly teaches partner collaboration.

- **Demonstration:** The teacher and a student volunteer read the provided script.

Teacher: *I think they are in high school and getting credit for helping the community. What do you notice?*

Student: *I agree. They are all paining to get credits **in order to graduate**.*

Teacher: *The one wearing black pants and brown boots looks like the teacher.*

Student: *Yes, **she looks older** and is helping the students.*

- **Debrief:**

- **Teacher:** *“Converse with your partner.” Answer the following prompt: “How did my partner and I take turns and build on each other’s ideas?”*
After 1 minute, bring students back to share-out.
- **Targeted Response:** *Each partner took a turn. The student added to the teacher’s idea and provided a new vocabulary word.*

2. Hand gesture - CREATE

Introduce hand gesture for **CREATE** (teacher raises his/her hands over head and opens and closes hands as if an idea is coming out of his/her head).

- **Say:** *When we **CREATE** ideas, “we share what we are thinking”.*

3. Model and Non-Model for the skill CREATE

A. Introduce the Listening Task Poster

Teacher refers to Listening Task Poster - CREATE (**Appendices D1, D2**) and reads each step aloud. Note that there are two versions of the poster (Teacher and Student versions). **TIP:** Use Student Version during Independent Practice to reinforce gradual release of responsibility.

- **Say:** *While you are listening to my partner and me, listen for the following:*

Listening Task - CREATE

1. *Did each partner state his or her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they stay on topic?*
4. *Did they build on each other’s ideas?*

B-1. Model

Teacher posts and introduces Model and Non-Model Visual Text (see **Appendix G**). Teacher introduces Model and asks for a student volunteer to be his/her partner. A copy of the Model (see **Appendix E**) is given to the

Listening Task - CREATE

1. *Did each partner state his or her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they stay on topic?*
4. *Did they build on each other’s ideas?*

Listening Task Poster (Appendix D1)



Model and Non-Model Visual Text
Peasants Slaughtering a Pig
by Pieter Brueghel
(**Appendix G**)

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student. Allow volunteer student time to read and review the script. Teacher then proceeds to model.

- **Say:** *To model what a conversation sounds like, we are going to use a visual text and address the prompt: “What do you notice in the visual text?” Remember to use the Listening Task Poster.*
- **Demonstration:** The teacher and student read the provided script.

Teacher: *There is a man killing a pig with an ax. I think that is his job. What is your idea?*

Student: *Another idea is a man is helping him by getting the blood from the head of the pig that the first man cut off.*

Teacher: *I think the man is called a butcher. The butcher cuts off the two legs and another man is taking the two legs inside. What else do you think is happening?*

Student: *I think the people inside are going to buy the meat, or they are waiting so they can cook the two legs. What might be another point of view?*

Teacher: *Another idea is there are two women who are helping. One woman is holding the pig so the butcher can cut off the legs. The other woman is holding the pan to collect the blood.*

Student: *The two children wearing aprons are watching the others work. I think they too are helpers.*

Teacher: *Everyone helps, so I think it is a family event.*

Student: *I agree. Everyone helps so they can all eat.*

- **Debrief:**
 - **Teacher:** Use the questions on the Listening Task Poster – CREATE to guide students through an analysis of what makes this a model Constructive Conversation. After each question, ask students: “How do you know?” and “What is your evidence?” **TIP:** Use Student Version to reinforce gradual release of responsibility. After a few minutes, bring students back to share-out.
 - **Targeted Response:** Students should be able to identify where ideas were stated, turns were taken, topic was on point, and ideas were built upon.

B-2. Non-Model

Teacher introduces Non-Model and asks for a student volunteer to be his/her partner. A copy of the Non-Model (see **Appendix F**) is given to the student. Allow volunteer student time to read and review the script. Teacher then proceeds to model.

- **Say:** *To model what a Non-Model conversation sounds like, we are going to use the same visual text and prompt: “What do you notice in the visual*



**Student Independent Practice
Visual Text
(Appendix I)**

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text?" While you are listening to my partner and me, listen for the following points. Refer to the Listening Task Poster - CREATE.

- **Demonstration:** The teacher and student read the provided script.

Teacher: *He is killing an animal.*

Student: *The kids are scared.*

Teacher: *They cut off the legs.*

Student: *I see blood.*

Teacher: *I see a head cut off.*

Student: *There are people working.*

Teacher: *People are inside the house.*

Student: *I'm allergic to pork!*

- **Debrief:**

- **Teacher:** Use the questions on the Listening Task Poster – CREATE to guide students through an analysis of what makes this a Non-Model Constructive Conversation. After each question, ask students: "How do you know?" and "What is your evidence?" **TIP:** Use Student Version to reinforce gradual release of responsibility. After a few minutes, bring students back to share-out.
- **Targeted Response:** Students should be able to identify where ideas were or were not stated, and whether or not turns were taken, topic was on point, and ideas were built upon.

4. Constructive Conversation Student Independent Practice

- **Say:** Now you will have an opportunity to practice the Constructive Conversation skill **CREATE** in pairs while following a protocol.
 - Use a manipulative (i.e. talking chips, paper clips, Post-It notes, or some other item) to ensure turn taking.
 - Display the Student Independent Practice Visual Text (see **Appendix I**).
 - Hand out one Designated ELD Placemat (see **Appendix H**) to each pair of students.
 - Students will only use the CREATE skill on the Constructive Conversation Placemat.
 - Students will follow the protocol to participate in the Independent Practice.

TIP: Print placemat on card stock and insert into a sheet protector so it is reusable.

The protocol:

1. Each student will have four **CREATE** turns.

Using Talking Chips

1. Each student will have 4 talking chips to ensure 4 turns are taken.
2. To start a conversation, a student places the talking chip in the middle of the desk to indicate a turn taken.
3. Students use the language of the skill to open and close their turn. (See Language of the Skill under Conversation Norms)
4. The goal is to have all students take 4 turns and be left with no talking chips.

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2. In pairs, students will use a manipulative to share their **CREATE** ideas. They will continue taking turns until all manipulatives are used.
3. If the students are done early, they repeat the process for an additional round.

5. Language Sample (read Formative

Assessment/Language Analysis Tools before starting)

After the students have completed the protocol, the teacher will select two students to model in front of the class. The teacher will collect a language sample from the two students on the **Student Progress Form - Conversation Analysis Tool (SPF-CAT) (see Appendices J)**. The language sample must be at least four turns in frequency. Once the sample has been collected, the teacher transcribes it so it's available to use on Day 3. **TIP:** Use your phone to record the Language Sample. See Release Form (**Appendices K1, K2**).

Assessment 1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students ...? (e.g.: To what extent are students... using think time, taking turns, and using their conversation voice?)

How might your students improve their ...? (e.g.: How might your students improve their... respectful listening skills, collaborative discussions?)

How effectively do students ...? (e.g.: How effectively do students... evaluate the Model and Non-Model, use the language of the skill?)

What additional scaffolds and/or modifications might students need when I reteach these skills?

Note: The above are sample question stems to help teachers in planning their formative assessments.

Formative Assessments/Language Analysis Tools:

<p>FORMATIVE ASSESSMENT</p>	<p>Student Progress Form - Conversation Analysis Tool (SPF-CAT) (see Appendix J)</p> <p>Purpose of assessment: The Student Progress Form Conversation Analysis Tool (SPF-CAT) is a language analysis tool that measures oral language output and interaction in two dimensions. Teachers get an opportunity to capture authentic student language and evaluate it. Student will analyze their own language output and have an opportunity to: 1) see their own language production, 2) revise it, and 3) have more opportunities to meet the target language. Teacher and students evaluate the academic language development growth across the California ELD Standards proficiency levels.</p> <p>SPF Administration: After independent practice, select a pair of students who are the most proficient from your class. Ask these students to repeat the process for the whole class. As they demonstrate their interaction to the class, the teacher uses this time to capture a language sample. NOTE: In the SPF-CAT form, a language sample is a record of at least four turns in frequency.</p> <p>This sample will be used to analyze the use of targeted language produced by the students. Students will revise their sample to attempt to meet the target language objectives. This</p>
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	<p>metalinguistic approach and opportunity to understand how English works gives students an awareness of their language development growth across the proficiency levels of the California ELD Standards.</p> <p>Note: For Day 3's lesson, students will analyze and revise the Non-Model and the language sample mentioned above.</p>
WRAP-UP	<p>Review Objectives and Self-Evaluate</p> <p>Teacher will review objective.</p> <p><i>Today we engaged in a Constructive Conversation using the conversation skill CREATE. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the conversation skill CREATE?</i> • <i>How did we use the Conversation Norms?</i> <p><i>Work with your conversation partner to do the following:</i></p> <ul style="list-style-type: none"> ✓ <i>Identify three things you did to meet today's objectives in your Thinking Journal.</i> ✓ <i>Share and explain the three things to your partner.</i> <p>Teacher calls on three students to share their learning with the class.</p>

Visual Text for Teacher Modeling & Non-Modeling



Visual Text for Student Constructive Conversation Protocol



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APPENDIX A
(Constructive Conversations Norms Poster)



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APPENDIX B
(Constructive Conversations Norms Visual Text)

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APPENDIX C

(Constructive Conversations Norms Script)

A. Use your Think Time

B. Use the Language of the Skill

Teacher: *"I notice the high school students are painting over the graffiti. What is your idea?"*

Student: *My idea is they are all working together to make the house look better. What else do you notice?*

C. Use your Conversation Voice

Teacher: *"I notice the high school students are painting over the graffiti. What is your idea?"* (teacher speaks in a clear voice)

Student: *My idea is they are all working together to make the house look better. What else do you notice?* (student mumbles)

D. Listen Respectfully

Teacher: *I noticed the girls are helping to paint the house. What do you notice?*

Student: *I notice the girls are part of a club that helps the community.*

Teacher: *I heard you say the girls are painting the house to help people in the neighborhood.*

Student: *Yes, and I also noticed that they look like they are enjoying themselves.*

E. Take Turns and Build on each other's ideas

Teacher: *I think they are in high school and getting credit for helping the community. What do you notice?*

Student: *I agree. They are all painting to get credits **in order to graduate**.*

Teacher: *The one wearing black pants and brown boots looks like the teacher.*

Student: *Yes, she looks older and is helping the students.*

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APPENDIX D1
(Listening Task Poster - CREATE - Teacher Version)

**1. Did each partner
state his/her ideas?**



**2. Did they take turns
sharing their ideas?**



**3. Did they stay on
topic?**



**4. Did they build on
each other's ideas?**

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APPENDIX D2
(Listening Task Poster – CREATE - Student Version)

1. Did I state my ideas?



**2. Did my partner and I
take turns sharing?**



3. Did I stay on topic?



**4. Did I build on my
partner's ideas?**



APPENDIX E
(Model)

Teacher: *There is a man killing a pig with an ax. I think that is his job. What is your idea?*

Student: *Another idea is a man is helping him by getting the blood from the head of the pig that the first man cut off.*

Teacher: *I think the man is called a butcher. The butcher cuts off the two legs and another man is taking the two legs inside. What else do you think is happening?*

Student: *I think the people inside are going to buy the meat or they are waiting so they can cook the two legs. What might be another point of view?*

Teacher: *Another idea is there are two women who are helping. One woman is holding the pig so the butcher can cut off the legs. The other woman is holding the pan to collect the blood.*

Student: *The two children wearing aprons are watching the others work. I think they help too are helpers.*

Teacher: *Everyone helps, so I think it is a family event.*

Student: *I agree. Everyone helps so they can all eat.*

APPENDIX F
(Non-Model)

Teacher: *He is killing an animal.*

Student: *The kids are scared.*

Teacher: *They cut off the legs.*

Student: *I see blood.*

Teacher: *I see a head cut off.*

Student: *There are people working.*

Teacher: *People are inside the house.*

Student: *I'm allergic to pork!*

APPENDIX G
(Model and Non-Model Visual Text)



Secondary ELD Lesson Template

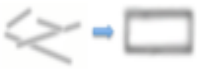

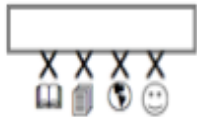
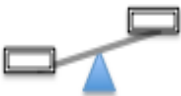
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APPENDIX H (Designated ELD Placemat)

Constructive Conversation Secondary Placemat – Designated ELD

Goal: Students independently build up ideas (Knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head) 	A <ul style="list-style-type: none"> What do you notice? What is your idea? What are other points of view? I wonder...? How can we combine these ideas? 	B <ul style="list-style-type: none"> I notice... Another idea is ... This reminds me of... I connect to ____ because...
Clarify (Place hands over eyes as if focusing binoculars) 	A <ul style="list-style-type: none"> Can you elaborate on...? Can you clarify ____? What do you mean by ____? Say more about ____? Why, How, What, When... 	B <ul style="list-style-type: none"> I think it means ... In other words... More specifically, it is... because... In other words, you are saying that...
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm) 	A <ul style="list-style-type: none"> Can you give an example from the text? Where in the text does it say that? Are there any cases in real life? How does it support the idea? 	B <ul style="list-style-type: none"> For example, In the text it said... Remember from the text we read An example from my life is... Strong supporting evidence is...
Negotiate (Put your hands out by your shoulders, palm up. Move them up and down like a scale) 	A <ul style="list-style-type: none"> How are the 2 ideas similar/ different? Which has the strongest evidence? How can we decide which has the more ____ idea? How is that evidence stronger than this evidence? 	B <ul style="list-style-type: none"> _____ is strong evidence because... I think we can use the criteria of ... because... That is a valid point, but... I think the negative of... outweighs the positives of...

Modified from: Zwiers, O'Hara, & Pritchard (2014)

Note: For additional language prompts, please refer to the Conversation Skills Poster.

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APPENDIX I
(Student Independent Practice Visual Text)



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APPENDIX J

(Student Progress Form – Conversation Analysis Tool)

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Multilingual and Multicultural Education Department

STUDENT PROGRESS FORM – CONVERSATION ANALYSIS TOOL (SPF - CAT)

STUDENT SAMPLE

Student A: _____ Student B: _____ Gr. _____ Date _____

Constructive Conversation Analysis

Directions:

1. Record a language sample.
2. Read the sample and score for Dimension 1. Write the rationale for Dimension 1.
3. Read the sample and score for Dimension 2. Write the rationale for Dimension 2.

Dimension 1: Turns build on previous turns to build up an idea

- 4 Most turns build on previous turns to effectively build up a clear and complete idea.
- 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity.
- 2 Few turns build on previous turns to build up an idea.
- 1 Turns are not used to build up an idea.

Dimension 2: Turns focus on the knowledge or skills of the lesson's objectives

- 4 Most turns effectively focus on the lesson's objectives and show depth or fostering of the intended learning.
- 3 Half or more of the turns sufficiently focus on the lesson's objectives, but this focus may be superficial or lack clarity.
- 2 Few turns focus on the lesson's objectives.
- 1 Turns do not focus on the lesson's objectives.

1. Language Sample

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

Student A:

Student B:

2. Dimension 1

(Rationale)

Score: 4-3-2-1

3. Dimension 2

(Rationale)

Score: 4-3-2-1

Modified from: Zwiers, O'Hara, & Pritchard (2014)

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:

<http://bit.ly/SECStSmFdbk>

Secondary ELD Lesson Template

DRAFT

Grade Level(s): 9 - 12

APPENDIX K1

(Release Form - English)



Los Angeles Unified School District Parent/Guardian Publicity Authorization and Release

Dear Parent/Guardian:

The Los Angeles Unified School District requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

1. Name of Pupil (please print)

2. Birthdate (please print)

3. Name of Parent (please print)

- a. I, as a parent of guardian, of the above named pupil fully authorize and grant the Los Angeles Unified School District and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- b. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
- c. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
- d. I understand and agree that the Los Angeles Unified School District and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- e. I hereby release and hold harmless the Los Angeles Unified School District and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

My signature shows that I have read and understand the release and I agree to accept its provisions.

4. Signature of Parent/Guardian

5. Date Signed

6. Address (Number, Street, Apartment Number)

7. City

8. State

9. Zip Code

10. Telephone

Granting of permission is voluntary. Please return completed form to school.

11. Principal

Approved as to form by the
Office of the General Counsel.

12. School

This form shall not be amended without
written approval of both the Office of the
General Counsel and the Office of
Communications/Public Information

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:

<http://bit.ly/SECStSmFdbk>

Secondary ELD Lesson Template

Grade Level(s): 9 - 12

APPENDIX K2

(Release Form - Spanish)

DRAFT



Distrito Escolar Unificado de Los Angeles Autorización de los padres o tutores para la divulgación publicitaria

Estimado(a) padre, madre, tutor o tutora:

El Distrito Escolar Unificado de Los Angeles solicita el permiso de usted para reproducir en forma impresa, auditiva, visual o electrónica actividades en las cuales su hijo(a) haya participado en su programa educativo. La autorización que usted nos otorgue nos permitirá emplear materiales preparados especialmente para (1) capacitar a los profesores o (2) para fomentar entre el público una mayor conciencia y promover un mejoramiento continuo de los programas educativos mediante el uso de los medios de comunicación, las exposiciones, los folletos, los domicilios electrónicos (*websites*), etc.

1. **Nombre y apellido del (de la) estudiante** (escriba por favor en letra de molde) 2. **Fecha de nacimiento** (escriba por favor en letra de molde)

3. **Nombre y apellido del padre o la madre** (escriba por favor en letra de molde)

a. Yo, como padre, madre, tutor o tutora del (de la) alumno(a) antes mencionado(a) doy mi autorización plena y concedo al Distrito Escolar Unificado de Los Angeles y a sus representantes autorizados el derecho para imprimir, fotografiar, grabar y editar - según lo desee - la información biográfica, el nombre y apellido, las imágenes, las similitudes, o la voz del (de la) alumno(a) antes mencionado(a), en forma auditiva, en videocintas, en filmes, en diapositivas, en cualquier otra forma electrónica o en formatos impresos que actualmente se desarrollan (se les conoce como "Grabaciones"), para los propósitos antes mencionados y declarados.

b. Entiendo y estoy de acuerdo en que el uso de tales Grabaciones se dará sin compensación alguna para los estudiantes, sus padres o sus tutores.

c. Entiendo y estoy de acuerdo en que el Distrito Escolar Unificado de Los Angeles o sus representantes autorizados tendrán el derecho exclusivo, el título, el interés e inclusive el derecho de autor de las Grabaciones.

d. Entiendo y estoy de acuerdo en que el Distrito Escolar Unificado de Los Angeles o sus representantes autorizados tendrán el derecho ilimitado para utilizar las Grabaciones para cualquiera de los propósitos declarados o relacionados con lo antes mencionado.

e. Por la presente exonero de toda responsabilidad civil al Distrito Escolar Unificado de Los Angeles y a sus representantes autorizados por la totalidad y cada una de las demandas, reclamos, daños y perjuicios, costos o gastos, incluso los honorarios de los abogados, que presenten los alumnos, sus padres o sus tutores en lo relacionado a lo que se haya suscitado o pudiera surgir por cualquier uso de estas Grabaciones, conforme se especificó antes.

Mi firma muestra que he leído y que entiendo esta exoneración de toda responsabilidad civil, y estoy de acuerdo en aceptar sus disposiciones.

4. **Firma del padre, la madre, el tutor o la tutora**

5. **Fecha en que se firmó**

6. **Domicilio (Número de la calle, calle, número de apartamento)**

7. **Ciudad**

8. **Estado**

9. **Código postal**

10. **Teléfono**

El conceder su permiso es de carácter voluntario. Sírvase devolver a la escuela el formulario lleno.

11. **Director(a)**

12. **Escuela**

formulario aprobado por el Despacho del asesor jurídico

Este formulario no podrá ser enmendado sin la aprobación por escrito tanto del Despacho del asesor jurídico como por la Oficina de comunicaciones e información pública.

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