ACADEMIC ENGLISH MASTERY PROGRAM

2018-2019

Los Angeles Unified School District

ACADEMIC ENGLISH MASTERY PROGRAM
STAKEHOLDER AGREEMENTS

For Elementary AEMP Accelerated Academies (AAA’s)

Principals
SEL Data Coordinator
MELD Teachers
Parent Representative
INTRODUCTION: AEMP Accelerated Academies

The Los Angeles Unified School District’s Academic English Mastery Program (AEMP) is a comprehensive research-based program designed to address the language, literacy, and learning needs of Standard English Learners (SELS), which include African American, Mexican American, Hawaiian American, and Native American students for whom standard English is not native. The primary goal of the Academic English Mastery Program is to increase their access to California Core standards-based curricula through the use of culturally and linguistically responsive teaching (CLR).

Chapter 5 of the EL/SEL Master Plan outlines the District’s instructional goals and programs for Standard English Learners. The AEMP Service Delivery Model is designed around Chapter 4 and reflects an entirely new reconfiguration from the legacy AEMP Program. Five AEMP demonstration sites are emerging within each Local District as well as an extended learning community of schools throughout the District.

Each demonstration site is given 3 years to develop excellence in the 5 pedagogical areas of culturally and linguistically responsive teaching. These areas are:

1. **Responsive Classroom Management**- Structured ways for responding and discussing in the classroom that are culturally responsive.

2. **Responsive Academic Literacy**- Use of culturally responsive text and media, interaction with text strategies, and writer’s workshop.

3. **Responsive Academic Vocabulary**- Vocabulary building through the use of schema, i.e., personal thesaurus, personal dictionary, word squares, Frayer Models, etc...

4. **Responsive Academic Language**- Dual grammar study of home language and standard English (contrastive analysis).

5. **Responsive Learning Environment**- An optimal culturally responsive learning space includes the following 8 elements: 1) is print rich; 2) has learning centers; 3) is culturally colorful; 4) is arranged optimally; 5) has multiple libraries; 6) utilizes technology; 7) has relevant bulletin boards; and 8) displays student work and images of students.

The most critical instructional component of the AEMP Accelerated Academy model (AAA) is the 45-60 minutes of daily Mainstream English Language Development (MELD) for SELs. Instruction during the MELD block is based on the new AEMP MELD Instructional Blocks, the Benchmark/Wonders Suggested Activities for MELD (elementary). Culturally and linguistically responsive pedagogy at AAA model schools is also integrated throughout the curriculum and can be readily observed at any time.

Please fax the accompanying signature sheet with the appropriate information to the AEMP Office-Fax No: 213-241-8495

Coordinator: Kandice McLurkin- kandice.mcclurkin@lausd.net
RESPONSIBILITIES:
As a principal at an AEMP Accelerated Academy, in order to maintain the integrity of the program, I am committed to:

- Maintaining an ongoing collaborative partnership with the SEL Language Coach, AEMP Central Office, SEL LD Coordinator, SEL Data Coordinator, and MELD Teachers in order to uphold the mission statement of the Academic English Mastery Program.

- Lead and maintain ongoing dialogue regarding LAS Links and monitor the implementation of the Multi-tiered system of support to respond to student need as determined by LAS Links formative data.

- Ensuring common understanding of CLR in all classrooms by embedding CLR into school-wide PD plan by attending PD provided by AEMP throughout the academic year.

- Integrating the AEMP Continuous Improvement Lesson Study Cycle into the core instructional plan of the school.

- Developing the knowledge base of all stakeholders around culturally and linguistically responsive teaching and learning by promoting and sending staff to ongoing AEMP training or other CLR PD.

- Sending MELD/CLR team of teachers to the 2018-2019 CLR Institutes.

- Integrating a systematic walk-to-model approach to deliver Mainstream English Language Development to the school’s Standard English Learners.

- Ensuring appropriate allocation and utilization of resources to implement key components of the AAA demonstration model.

- Providing planning time so that the site SEL Language Coach and MELD teachers can coordinate AEMP activities at the school site, create and evaluate formative assessments (Linguistic Screener, LAS/Links, exit tickets; etc) to engage in data-driven instructional planning for designated and integrated MELD.

- Committing to classroom walkthroughs (CWT’s) as an integral component of the schools Continuous Improvement Lesson Study Cycle with a minimum of one per semester.

- Utilizing the SEL Dashboard for academic achievement & behavior success.

- Monitoring and supporting implementation of MELD instruction for Standard English Learners through the analysis of student writing samples.

- Serving as a leader and facilitator of excellence in CLR teaching and learning throughout the AEMP cohort of schools and the District at large.

- Overseeing the operation and function of parent and community engagement center that supports the learning of Standard English Learners.
SEL DATA COORDINATOR

PREREQUISITES: Equal Access to Effective Teaching for SELs Certification or equivalent experience

RESPONSIBILITIES:
As a SEL Data Coordinator at an AEMP school, in order to maintain the integrity of the Program, I am committed to:

1. Attendance at all 8 AEMP Meetings. If I cannot make a meeting for any reason I will find a MELD teacher designee and notify my Local District Coordinator. AAA Coordinators will be paid a differential for meeting attendance and extended duties; attendance is crucial for full-payment.
2. Delivering consistent exemplary Mainstream English Language Development (MELD) instruction.
3. Serving as THE communication hub between AEMP Central Office and the school site.
4. Act as a Facilitator for AEMP school site demonstration workshops, planning sessions, and school site observations.
5. Serving as THE point person for the Linguistic Screeners, (LAS Links) assessment and collection of data that informs the instruction of SELs.

I Will:
• Act as a chief liaison between the AEMP office and school for the purposes of updating and disseminating information about program goals and providing input on implementation issues and concerns
• Provide school-wide Professional Development focusing on the five areas of CLR to ensure school-wide implementation (minimum of 1 per semester)
• Attend all 2018-2019 CLR Institutes, in order to remain informed and current with program, being accountable for all classroom responsibilities in the MELD teacher agreement, and completing all adjunct assignments
• Display an exemplary, caring, and culturally responsive classroom environment that fosters increased academic achievement and the acquisition of academic language
• Develop expertise in the areas of academic language development and literacy acquisition as related to effectively educating Standard English Learners (SEls)
• Build knowledge through the simultaneous study and practice of culturally and linguistically responsive instruction
• Utilize data-based instruction for academic achievement
• Monitor attendance at school-wide AEMP activities by keeping agendas and sign-in sheets, documenting events, and compiling evidence in the AEMP binder or electronic portfolio
• Set-up and maintain a centrally located AEMP bulletin board at my assigned school to keep all stakeholders informed of AEMP activities and to display student work
• Compile an AEMP Implementation Portfolio for the school with semesterly evidence, pictures, sign-ins, agendas, student work samples, etc...
Grade Level MELD Teachers

RESPONSIBILITIES:
As a MELD Teacher at an AEMP AAA School, in order to maintain the integrity of the Program, I am committed to actively participating in:

1. The required Annual CLR Institutes
2. Ongoing AEMP professional development and professional growth activities.
3. Daily Mainstream English Language Development (MELD) instruction.
4. Daily culturally and linguistically responsive instruction.
5. AEMP school site demonstration workshops and collaboratives.

I Will:
• Maintain a caring and culturally appropriate classroom learning environment through the use of the Protocols for Participation and Discussion
• Conduct Mainstream English Language Development (MELD) instruction 45-60 minutes daily and serve as a model MELD teacher for my colleagues and for the District
• Balance my approach to literacy acquisition with authentic, meaningful experiences through the use of authentic cultural literature, reading to students, and daily writing
• Infuse culturally relevant and responsive strategies and materials into instruction
• Perform assessment of student progress through the use of formative assessment tools
• Incorporate culturally relevant classroom libraries, centers, and representative cultural realia into the classroom
• Engage students in systematic contrastive analysis with listening, speaking, reading, and writing activities
• Utilize a motivating and engaging approach to instruction, i.e. hands-on activities, manipulatives, movement, music and instructional conversations to enhance critical thinking skills
• Evidence student progress through student writing, videotaped role-playing, oral language activities, class projects and academic English language assessments
AAA AEMP PARENT REPRESENTATIVE

RESPONSIBILITIES:
As a Parent Representative at an AEMP Accelerated Academy (AAA), in order to maintain the integrity of the Program, I am committed to:

Becoming knowledgeable of the Academic English Mastery Program goals and objectives for improving student achievement and the role of parents in supporting equal access to the curriculum for underserved students

Actively participating in:
1. The maintenance of an active AEMP Parent Information/Involvement Center (PIIC)
2. Four AEMP Parent Representative meetings.
3. Delivering 2 AEMP Parent Workshops.
4. Compiling an AEMP Parent Information/Involvement Center Portfolio of activities.
5. Supporting AEMP-related school events and activities.

Overseeing the operation and function of the AEMP Parent Information/Involvement Center (PIIC) including:

• Conducting at least 2 workshops per semester, for parents through the use of parent education resources provided by the AEMP Central Office

• Compiling an AEMP Parent Center Portfolio with evidence of activity, including pictures, work samples, etc...

• Reproducing and distributing family literacy, learning, and language development materials for Standard English Learners

• Developing and maintaining an AEMP Resource Library containing culturally relevant book sets, parent information/education books, and other informational materials;

• Actively recruiting parents to become involved in AEMP Parent Information/Involvement Center workshops, activities, and other school-related functions

• Serving as a resource to parents at the local school site

• Assisting with planning and conducting parent/community workshops at the school site
SIGNATURE SHEET: 2018-2019 SCHOOL YEAR

This is not a contract. It is a statement of commitment to work toward the goals of the Academic English Mastery Program, a comprehensive research-based program designed to improve achievement outcomes for Standard English Learners.

As a Stakeholder in the AEMP Accelerated Academy, I acknowledge the importance of addressing the learning needs of Standard English Learners and commit to doing my best to assure excellence in education for SELs and all other underserved students.

SCHOOL: ___________________________________________ LD: _____________

ADDRESS: _____________________________________________

CITY: ________________________________________________

PHONE: # (________) __________________________

PRINCIPAL’S NAME: ____________________________________________

SIGNATURE: _______________________________________________

SEL DATA COORDINATOR

NAME: _____________________________________________________

SIGNATURE: _______________________________________________

PARENT REPRESENTATIVE NAME: ________________________________

SIGNATURE: _______________________________________________

MELD TEACHER’S NAME: ___________________________ Grade: K

SIGNATURE: _______________________________________________
MELD TEACHER’S NAME: ________________________ Grade: 1
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade: 2
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade: 3
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade: 4
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade: 5
SIGNATURE: ____________________________________

ADDITIONAL MELD TEACHERS

MELD TEACHER’S NAME: ________________________ Grade________
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade________
SIGNATURE: ____________________________________

MELD TEACHER’S NAME: ________________________ Grade________
SIGNATURE: ____________________________________